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ABSTRACT

The San Antonio Experience-Based Career Education (EBCE) project was evaluated by a third party for its three years of operation. The project was designed to assist youth in making a successful transition to adulthood through community-based and learning center experiences, and was implemented by the Harlandale and San Antonio school districts. Learning resources consisted of those in the learning center and those provided at community sites, with about 100 students participating each year. Both process and outcome of the project were evaluated. The process evaluation reviewed and assessed personnel, learning center, community sites, students, learning plans, learning activities, and student records through three intensive site visits. The program was found to be conducted in an appropriate manner; some difficulties were noted in establishing experimental and control groups for the evaluation and having students meet all EBCE model requirements. The outcome evaluation used experimental and control groups of unknown equivalence and a set of instruments measuring relevant variables in career, basic, and life skills in a pretest-posttest design. Program efficacy was not confirmed in the career or life skills area, and mixed results were obtained for basic skills. Survey results from students, parents, and employers offered strong testimony regarding program quality and value. Recommendations were offered for project records and program refinement. (This report includes three major sections: narrative report of the three-year program, third-party evaluation, and appended project materials.) (Author/KC)

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FINAL NARRATIVE PERFORMANCE REPORT

Project No. 502-AH-60020
Grant or Contract No. G61-76-00967 (502)

SAN ANTONIO EXPERIENCE BASED CAREER EDUCATION DEMONSTRATION PROJECT

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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FINAL NARRATIVE REPORT

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Period Covered: September 15, 1976 - August 31, 1979

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PROGRAM IDENTIFICATION

Too often in education, promising ideas flourish awhile only to be forgotten after the trial period is over. The implementation of an experience-based career education (EBCE) demonstration project in San Antonio, Texas has been a different story, however.

In our view, education should be an evolving and broadening experience. It is growth. It is developmental. It was well expressed some years ago by Roben Maaske who said: "Education is not a destination. It is only a journey. We are enroute."

It is in this vein that Education Service Center, Region 20 offered Experience-Based Career Education as a way for young people to explore their community through the world of work. We believe the education system and the community should cooperate in preparing all individuals for a successful life of work. Further, we believe there must be a systematic way to acquaint students with the world of work from the elementary years to the time they leave school.

How did we choose Experience-Based Career Education for implementation in the State of Texas? It had its roots during the 1975-76 academic year as a cooperative venture with two metropolitian school districts in a project titled: "The San Antonio Experience-Based Career Education Demonstration Project."

Some of the purposes of this project were to:

- Provide significant life-learning situations by making curriculum sensitive to human concerns and personal dignity and to teach students to apply these by constructive involvement in community affairs.

- Demonstrate the interrelatedness of subject matter disciplines while avoiding "unplanned" overlapping. At the same time, meaningful and selective overlapping was structured for greater learning efficiency and integration.

- Fuse the various disciplines and educational resources in order to reduce insulation of the teacher in a classroom and the isolation of subject areas.

During 1975-76, the ESC 20 program director studied the EBCE models developed by each of the four educational research and development laboratories. The four EBCE sites in Oakland, California; Tigard, Oregon; Philadelphia, Pennsylvania; and Charleston, West Virginia proved that EBCE would work. Based on the success of the Tigard model, the decision was made to implement the Northwest Regional Educational Laboratory EBCE model.

While the characteristics described below are probably descriptive of many educational alternatives, the NWREL EBCE model is unique in that it puts all of these features together in a program that is flexible enough to meet the needs of each individual student and yet structured enough to meet specified learning goals.

PROGRAM CHARACTERISTICS

The San Antonio EBCE Demonstration Project model was:

1. Individualized and Personalized

The model placed responsibility for learning directly with the student and students were accountable for their own behavior and progress in the program. The students had access to a wide range of information about themselves--- from standardized tests and informal assessments to continual personal interaction with program staff and community participants, Students were constantly matching facts about themselves with their interests and perceived goals. They planned their own projects with the advice and consent of the staff and community participants and followed through on their individual learning plans at employer/community sites. Student progress was carefully monitored and recorded and guidance was available at every turn to help them realize their potential.

2. Community-based

Student learning activities were derived from career activities of adults in the community. Community participants served as instructors, counselors and evaluators of student learning. Community members were not as involved in all aspects of program planning and operations as envisioned at the outset; community advisory boards were organized but did not play a viable role in each programs's operation.

3. Experience-based and performance based

The program's curriculum synthesized realistic community experiences into a carefully planned learning program for each student. This approach emphasized student use of primary sources for learning and hinged on a detailed analysis of each workplace for the skills that were applied there. Student outcomes were measured primarily by performance. Grades were deemphasized in favor of records that indicated actual accomplishments.

4. Comprehensive and integrated curriculum

The curriculum included experiences in Basic Skills, Life Skills and Career Development and there were identified competencies or coping skills required of each student. Program completion requirements were different from but equal to standard high school requirements. Students had opportunities to see how knowledge was integrated when applied in real situations. The model emphasized everyone's need for lifelong practice with the basic tools of learning --- reading, writing, speaking, asking questions, computing, finding resources.

5. Emphasized career development

As a prelude to lifelong career development, EBCE students were encouraged to explore and learn at a variety of community and employer sites. The model focused on career decision-making skills because "career" in its broadest sense means what people do with their lives. Through concentrated, indepth investigation of selected career sites, EBCE students discovered that there were many alternatives open to them. They learned that the timing of career decisions may differ from peron to person. They learned to recognize the need for adaptability and flexibility in today's complex world. Many different types of community learning situations were provided. Students gained "hands-on" experience with a variety of skills, but they were not paid for their time on EBCE learning sites.

PARTNERSHIP IN LEARNING

The San Antonio EBCE Demonstration Project model required a partnership in learning. Rather than giving teachers the sole responsibility for making learning happen, EBCE involved a variety of people directly in the learning process.

- Community members were essential partners in EBCE learning. The San Antonio business community provided the learning sites that were used by students to meet personal and program objectives. Working adults at these sites served as "instructors" for the students. They not only helped students learn, they also counseled students and provided help on special problems. Community resource people certified that students had gained competence in specified skills, lead seminar discussions, and even served as tutors to meet student needs and interests.

- EBCE students themselves helped to design their own learning activities and were held accountable for their own behavior and learning progress. They chose what they would learn based on a careful examination of their own interests and abilities and within specified program requirements. Students got practice in planning, making decisions, negotiating and evaluating their own tailor-made learning plans with continuing guidance of community instructors and a concerned and supportive staff.

- Parents were regularly apprised of student progress and played a major role with program staff in helping students plan their program responsibilities. From the onset, staff/parent communications was immediate and ongoing.

- Professional EBCE staff members helped manage student learning and maintained the community liaison necessary to provide learning sites for students. Concomitantly, the staff provided support to community participants and helped them become effective instructors. Staff were also available to locate learning resources in the community and provide the range of student services necessary in a comprehensive educational program.

Students, parents, business and labor people from the San Antonio business community along with school district representatives all shared in program planning and policy making.

CONTENT AREAS

Each student's learning was individually planned in terms of three content areas: Life Skills, Basic Skills, and Career Development. The EBCE staff worked closely with the student to identify interests and abilities, to negotiate learning goals and plan activities and resources that would help each young person move toward broader career and life goals. The student's learning was carefully interwoven so that Life Skills activities involved practice in Basic Skills and helped place Career Development experiences in perspective.

Life Skills organized learning around the attitudes, information and techniques needed in adulthood. Six Life Skills categories emphasized lifelong learning, personal growth and the relationship of individuals to broader community national and world concerns and activities.

- Creative development strengthened student student abilities to identify and participate in the creative possibilities that give meaning to life and work. Stome students sought out traditional fine art forms while others discovered new ways of applying their talents in other areas of interest to them.
- Critical thinking built on basic common sense and helped students use simple problem solving skills in planning all aspects of daily living. As students moved through the three year program, they increased their ability to gather, analyze and interpret information and to seek solutions to problems.

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- In functional citizenship students were expected to know how democratic processes were applied in everyday life and career situations. Models from local, state and federal government were examined.

- For personal/social development students were expected to improve their ability to understand themselves, their own behavior and the effects of their behavior and attitudes on others.

- For science students were required to increase their abilities to recognize and apply scientific procedures and methods, particularly in analyzing technology's impact on natural environments and cultural values.

- Competencies were basic survival skills identified by the staff and local community as essential to daily living. Some typical proficiencies the San Antonio EBCE sites asked students to acquire included:

credit • checking accounts
insurance • income taxes
budgeting • physical health
emergencies • electoral
processes • government
individual rights • public
agencies • employment
automobiles • swimming
real estate • family
responsibilities

Basic Skills concentrated on reading, mathematics, writing, listening and speaking skills essential to performing tasks and functions students would encounter in the program and in adulthood. Basic skills learning occurred largely through applied tasks in Life Skills and Career Development activities chosen by the student and practiced at community sites.

The project expected the students to grow in their understanding of how Basic Skills needs vary with different careers and how to adjust to meet skill levels required by careers that interest them. If a student lacked the foundation skills in any of these areas, help was arranged.

Career Development helped students identify, access and refine career information and skills through realistic onsite experiences with people and places in the community. Students spent from 15 to 20 hours weekly testing out career options and working on individual goals in Life Skills and Basic Skills.

All students identified career interests and increased their knowledge of personal aptitudes, interests, and abilities as they related to potential occupational choices. Students gained a deeper appreciation of work by having increased their knowledge of the many social, governmental and economic issues and trends that impact the job market and the world of work in general.

Students increased their employability skills by learning to be dependable and adaptable. They acquired specific skills in job finding, job application and on-the-job relationships with employers, employees, customers and clients. Finally, students increased their career knowledge by learning more about monetary and psychological rewards and preparation requirements, costs and training programs in careers of interest to them.

In addition to specific learning goals students set in Life Skills, Basic Skills and Career Development, there were a number of less measurable outcomes important to a young person's transition to adulthood. Often spontaneous and unplanned, these outcomes occurred daily as students interacted with EBCE people, processes, ideas and places.

All students were expected to grow in ability to gather information by using a variety of resources (people, places, materials and community events) to solve problems and pursue interests. As they joined in daily negotiations with program staff and community resource people, students also practiced their ability to communicate with adults.

The project expected students to increase their self-initiative by recognizing and taking responsibility for their actions --- both while in the program and in their daily lives. In addition, students grew in their ability to understand others -- to trust, to be open to change and to respect differing values.

Decision making was examined and practiced constantly throughout the project. Students increased their ability to utilize all available information about themselves and about the world in planning and choosing alternatives. Finally, as preparation for adulthood, students came to recognize and assume responsibilities for their own behavior in a positive and self-confident manner.

Students themselves chose how they learned during the Project. They negotiated individual goals and courses of action (called learning plans) with EBCE staff to satisfy their interests and meet program expectations. All learning plans were based on assessment information, conferences with the student and evaluation of performance, Decisions were subject to approval by the student's parents.

During negotiation, students and adults continually exchanged ideas, observations, information and opinions. It was a tool everyone in the project relied on daily in making decisions about student learning and behavior.

While students negotiated what they would learn, they also negotiated how they would use individual EBCE learning strategies: projects, career explorations, learning levels, skill building levels, special placements, competency certification, student journals, employer seminars.

All of the learning strategies combined experiences in Life Skills, Basic Skills and Career Development. They reflected the EBCE concept that learning is a process of integrating knowledge and experiences from any areas. They also encourage students to see education as an ongoing and lifetime process and requires students to become self-directed learners.

- Projects were problem-centered "learning contracts" individually negotiated with students to help them achieve their learning goals and make efficient use of their experiences in the San Antonio community. Projects combined learning in Life Skills and Career Development areas with practice in related Basic Skills. Project activities constituted the bulk of what students did at the learning center and in the community to meet their individual needs and program requirements.

While the content varied considerably with each student, all projects followed the same format. The student agreed with a staff person on the project's topic and the kinds of activities to be performed. Together they outlined resources that might be used and established an evaluation criteria for measuring the student's performance. Completion dates were clearly identified in advance and the employer instructor or community volunteer with whom the student would be learning ratified the project.

While the project was underway, employers and community resource people discussed and evaluated project work with staff and the student. End results of student projects included written reports, multimedia presentations or, with some activities, certification by designated resource people that performance was at the level specified on the project form.

Third year students were doing several projects at once. When they completed one, they began planning for the next project.

- To gain an understanding of jobs they might be interested in, all students visited at least five different places of business in the community each year for career for career explorations. During these explorations, students examined the nature of work and the job functions performed there. Many explorations required full days to understand the typical work cycle. Others were accomplished in mornings or afternoons. Explorations were sometimes used for completing certain project activities.

Exploration packages were completed for each site. These helped students focus on and record their observations, giving practice in job investigation and assessment skills useful in career planning for a lifetime. The packages also emphasized critical thinking and Basic Skills needed to gather and interpret information.

- Learning levels enabled students to follow through on their career explorations by returning to particular sites for longer indepth learning experiences. Learning levels usually took from three to six weeks and occupied the students' mornings or afternoons on a daily basis. Students had to complete career explorations at sites before they could use them for learning levels. However, at the same time learning level experiences were taking place, students could also explore other sites.

Unlike the general observation activities of career explorations, learning levels gave students "hands-on" practice in the skills, knowledge and attitudes required for specific jobs. To help place job skills learning in a broader context students were required to negotiate projects for each learning level. The projects were based on careful analysis of opportunities for student learning available at the site and linked the student's Career Development experiences with Basic Skills and Life Skills activities. Students were accountable for their attendance and performance not only to EBCE staff but also to participating employer instructors.

The skill building level, which might follow a career exploration at a site, was an option open to students after they had finished the major portion of their program requirements. It was siniliar to prearrprenticeship training and was used to acquire the expertise and knowledge needed to gain employment in a particular job. Skill building levels were often at sites offering regular training programs (such as a telephone operator's course). This type of site use generally lasted from three to six weeks.

Employer seminars were meetings of students with employers and other community people to discuss Career Development topics. The seminars helped students perceive issues and trends occurring nationally through candid discussion with people from the San Antonio community who saw the results of such issues as the changing work ethic, job discrimination, retirement and career mobility.

The competencies were unique in the EBCE curriculum. Unlike traditional or other content areas, the competencies required all students to meet a standard level of performance for a specific set of skills identified by an advisory board from the community. Competency certification is the process whereby students demonstrate their proficiencies to the satisfaction of recognized experts from the San Antonio business community. Students planned their own resources and appointments with competency certifiers.

Students and staff shared thoughts and feelings with each other through journal entries written to staff correspondents on a regular basis through out the year. Journal writing gave students a chance to think about what was happening to them and to draw connections between learning activities and other aspects of personal life. Reading and responding to journal entries helped staff to know students better as people and to share their own feelings and observations of each student in a friendly, non-threatening atmosphere. Journals also gave staff further clues to individual student strengths and weaknesses in writing and communications skills.

It was in this area that the Program Director enunciated a posture with more structure than that suggested by the NWREL model. The rationale set down for the San Antonio EBCE Demonstration Project can be found in Exhibit B

Students were provided special placements when needed resources available at a community site but did not wish to commit to career explorations or learning levels. Special placements were short-term, intensive use of a site for a particular learning activity. Examples might be using special equipment for part of a science project, conferring with a welfare worker for an activity in personnel/social development or visiting with a museum curator to learn about local artists for a creative development project.

EVALUATION

Evaluation of the San Antonio Experience-Based Career Education Demonstration Project has been continuous since the beginning of the program in 1976. One component of the project was a third-party evaluation conducted by Research for Better Schools, Incorporated. A detailed "Evaluation Plan" was prepared by Research for Better Schools to meet the U.S. Office of Education specifications. This plan included a design for evaluating the program implementation process and the student outcomes associated with participation in the program.

The process evaluation focused on program elements deemed essential for a valid demonstration of the EBCE model. Standards of performance were established for each element based on the project proposal and the NWREL model description. Related data were gathered through structured observations, interviews, and reviews of project files on the part of the third-party evaluator's representative. The evaluator spent three weeks on site to collect the necessary information.

The outcome evaluation was designed to test a set of hypotheses related to student development in career, life and basic skills. A true expermental design was employed with pretest and posttest administrations of the instrument package. Testing was conducted in a standardized manner by the project staff under the direction of the evaluator. All analyses were completed at Research for

Better Schools, Incorporated. Test result summaries, in the form of individual and group profiles for the pretest and posttest, were submitted to the Project Director and subsequently transmitted to the project staffs.

A process and outcome evaluation was thus conducted by Research for Better Schools, Incorporated utilizing staff trained and experienced in the evaluation of Experience Based Career Education. The effort included a senior evaluator, statistical clerk, programmers, and other staff resources.

The statistical data, in re evaluation, may be found in each of the three year reports of the Third-Party Independent Evaluator previously filed with the United States Office of Education.

Following are selected highlights from three years' experience as viewed by the project director.

On a nationally standardized test, EBCE students did not demonstrate significant gains in reading and mathematics. The experimental groups gained over the control groups one-half of a percentage point. However, students in the experimental groups read more during the academic year than the control groups.

Student attitudes became more positive toward themselves, school, adults, community resources, learning and decision making. Staff reported student gains in assuming responsibility for their actions; in cooperating with other students, program staff and community instructors; and in their sense of personal worth and self-confidence. When compared with the control groups, EBCE students showed greater knowledge of information related to the world of work and reported having more self-confidence in their ability to complete the steps necessary for entering careers.

Over-all, student basic skills scores improved on a pre-post measure, and they rated their programs higher than did comparison group students in helping them learn hwo to communicate comfortably with adults. Students said they were more motivated to learn in EBCE than in the regular school program. And parents indicated their children discussed EBCE activities almost daily at home.

Any conclusions drawn from the San Antonio Experience-Based Demonstration Project implementation of the NWREL model must be regarded as exploratory and descriptive because small numbers of respondents existed for both EBCE and control groups, and EBCE and control groups differed significantly on such background characteristics as sex, age and time of departure from high school. With these reservations in mind, tendencies toward the folowing conclusions are implied by the data: EBCE students have more realistic expectations regarding postsecondary education than other students and are more likely to choose professional goals than control students. EBCE students have found their high school experiences more helpful than control students in matching interests and occupations, learning how to find information about different occupations, job placement, preparation for the real world, forming plans for career goals, obtaining contact with actual workers in their fields of interest, obtaining real life trials of abilities and interest, and learning job application skills. EBCE students are more satisfied with themselves than control students, perhaps due to their "real world" contacts and development of experience-based, realistic work expectations.

One parent summed it up this way: "We think the program is great because students learn by doing, not just by reading about how something is done."

A third year EBCE student saw the program as having had " a profound effect on my life and I can't praise it enough. The only thing I can say to any student contemplating EBCE is -- DO IT. Take the opportunity to find out about yourself, about the careers you have considered (and some you haven't) and about some community people you might not otherwise have a chance to meet."

The project when reviewed in terms of its proposed objectives and the relevant federal requirements was perceived to have been in compliance with stated objectives and regulations for each of the three years, meeting both the letter and intent.

STAFF CONCERNS

Naturally, in any new endeavor, there are "fears" about how it will work, who will do it, how will it affect the academic program and other anxieties.

Thanks to existing positive feelings about other federal projects and a vigorous ongoing program of in-service education at Region 20, we were a long way toward our goal. An additional step was taken, however: eight in-service sessions with emphasis on experience-based career education and the NWREL model in particular were scheduled.

Topics explored included;

1. What is career education?
2. What is EBCE?
3. What is unique about EBCE?
4. How do we establish a partnership in learning?
5. How do we coordinate the individual learning plans for students in terms of three content areas; Life Skills, Basic Skills and Career Development?
6. How do we negotiate the learning partnership?
7. What were occupational clusters?
8. What were some of the major concepts which career education attempts to achieve?
9. How do we plan for implementing the NWREL model?
10. Where do we start?
11. What are some suggestions we can use?

IMPLEMENTATION

What did this mean for San Antonio? It meant that each of the two metropolitan school districts agreed to accept and use the staff training and other technical services provided by Northwest Regional Educational Laboratory, Education Service Center, Region 20, and by the independent evaluator, Research for Better Schools, Incorporated. It also meant that we had to build an organization at each of the district learning sites. Job descriptions to be used as a basis for the identification and subsequent employment of professional and ancillary staff to lead the effort were developed. We particularly wanted professional personnel who would:

1. Extend learning beyond the classroom by:
    - arranging with community, business and professional persons for pupils to observe and to explore the nature of service and work in each employer or business site.
    - developing programs of learning in each of the job sites.
    - coordinating learning activities between the student's learning center and the community and/or career program.

2. Facilitate implementation by:
    - informing and working with the Center on the development of the NWREL model.
    - moving the program from local board approval to operation.
    - assisting and organizing learning situations for the job site and at the learning center.

3. Provide coordination for the program by:
    - assisting in the student selection process
    - serving in a guidance capacity with students
    - developing a learning center

4. Assist in the evaluation of the program by:
    - working with Research for Better Schools in determining how well objectives were being met
    - securing feed-back from community resources, agencies and job site personnel

During the initial start-up, technical assistance provided by NWREL proved to be very helpful. It included:

1. Staff Training -- specific training for administrators, teachers and community participants in the operation of part or all of the NWREL program or in the use of NWREL techniques; assistance to supplement and/or adapt NWREL materials.

2. Consultant Services -- assistance in translating NWREL career education into a local program; advice or assistance in dealing with particular problems relating to program planning and/or implementation.

3. Evaluation Services -- assisting in tailoring the independent evaluator's package (RBS) to the NWREL model: maching scoring, data analysis and reporting services.

4. Staff Development -- workshops and summer institutes designed to improve the professinal skills of the project managers, student activities specialists and guidance counselors and the learning managers involved in the NWREL program implementation, particularly with respect to program planning, project management and evaluation.

5. Demonstration Network - converences and communication among participating districts concerning local adaptations, new EBCE approaches and materials, evaluation findings and further extension of EBCE programs.

In addition to the above services, NWREL offered various support materials for staff reference both before and after the program was underway.

One of the first endeavors of our continued in-ervice effort was to effect a community-school program. This was a shared Career Day co-sponsored by the San Antonio Chamber of Commerce. The purposes were to acquaint both the staff and the community with how mutual involvement can affect learning through experience-based career education.

Student interest was solicited and their preliminary interests were identified. Parental approval was secured. This was followed by meetings with business, commercial and professional agencies in the community that served initially as community sites.

The initial community sites available for awareness, exploration and in-depth learning were: health services (hospitals, laboratories, physicians, dentists), financial services (banks, savings and loan institutions and real estate agencies), manufacturing (clothing, electronics, et cetera) law and justice (police, attorneys-at-law, magistrates, county sheriff's department, constables, and the judicial-court system), and social services (United Way, welfare offices, clinics and public library). Governmental and educational agencies were also available.

Direct contact with each of these agencies was made and the site resource persons were oriented to the nature and need of the program. Each site was monitored and supportive help given. Students and parents were also oriented to the program in small group sessions.

PROGRESS TO DATE

What have we learned after this three-year venture? Obviously, every community that implements EBCE will modify the program in its own unique way. And even after it is in operation, changes will continue.

Based on formal and informal data gathered during the demonstration period, the San Antonio EBCE Demonstration Project met most of the goals as envisioned at the start of the project.

1. A majority of students participated in the program primarily to find out about careers. The second-ranked reason for enrollment was to receive counseling about what to do after high school. Together, these two reasons accounted for 65 percent of the primary reasons for joining the program.

2. Available evidence supports in part an increased level of career skills by the program group when compared to a comparison group. Growth in career knowledge was not shown within the experimental groups or compared to the control groups. The relatively short period between pretesting and posttesting could account for these results. Also, there were some problems encountered at each of the two sites in the selection of control groups. In the beginning, the control groups far outscored the experimental groups on the basic skills pretest suggesting that the groups may be too dissimilar to allow for any meaningful comparisons.

3. Students, parents and community leaders have shown favorable reactions to career education and endorse its continued operation.

The students' own opinions may be a more useful way to measure the endeavor, however:

> *I like this program so far, except that there is too much writing and too many reports and not enough time to do it. This program has shown me many interesting things about careers that I wouldn't have known if I hadn't joined. I also like the open class approach in the learning center. You can learn faster with individual help.*
>
> First Year Student

> *I find that EBCE has helped me motivate myself. I have been trying a lot harder in school. It means a lot more to me now and I am thinking seriosuly about college. I am not a straight "A" student, but I feel trying your best is just as important as good grades. As far as specializing is concerned, I've learned and observed different things in communications. I really enjoyed the people the most. With each person I've worked with, we ended up getting into a deep talk, and I feel I learned just as much if not more from that.*
>
> Second Year Student

> *EBCE has helped me become aware of the opportunities out in the business world. As a person, I am now investigating a career that I had never considered before. I think this program has given me a little more confidence in greeting people.*
>
> Third Year Student

Students in their own way and style can succintly reveal what EBCE is all about, Here are some anonymous comments from an informal survey:

1. What are some of the purposes for this kind of program?

   - *To give you the opportunity to know what's going on in the world.*

   - *To help find yourself in the business world and to give yourself a chance to find yourself.*

   - *To prepare yourself for the working world... (and) to find out what careers you are and you are not interested in.*

2. Why or why not is this a good way of learning?

   - *Because you, learn more about the "working" world; more than you probably could learn about it in school.*

   - *I think it is, We learn from observing and asking questions of the people who do this job for a living and not from one of those "career" books . . .*

If we restate the goals of the San Antonio EBCE Demonstration Project, both written and unwritten, in the form of questions, there is staff concensus that students will have answered "yes" to each of them.

> 1. Does EBCE provide experiences to test "book learning" against the "real world" outside the classroom?
>
> 2. Does EBCE provide for the college-bound student who wants to explore a tentative career before setting out on a post-secondary program of study?
>
> 3. Does EBCE provide information and know-how needed to pursue career interests to meet basic job prerequisites, to acquire entry-level skills, or to take the next step in career preparation?
>
> 4. Does it permit the student who has only vague notions of the "real world" to explore in depth careers through direct experience?

The business community saw long-term benefits in the San Antonio EBCE approach. Time and again, employers would say to our staff: *"The need for a better method of education became apparent to me years ago as I embarked on my own professional career."* The San Antonio business community's "open arms" acceptance of the EBCE cooperative education program arose because of weaknesses in the traditional education system.

> First, there is little or no contact between the schools and the business community. The student must guess what kind of work might be satisfying

> later on with the choice depending on job availability, salary, advancement opportunities or employee benefits. While these are logical factors to consider, there is little firsthand information about the really important question: Is this the work I am best suited for and will enjoy doing?
>
> A second weakness is that traditional education tends to be theoretical rather than practical, Many instructors seem to believe they are preparing students to become educators rather then practitioners. Their primary message to the best students tends to be "pursue higher degrees and follow my footsteps." This isolation between education and business hurts both communities and can cause education to fall behind technology while the industrial community becomes rusty in the basics.
>
> A third weakness of the traditional system is that the abrupt change from sheltered classrooms to an industrial situation is a psychological shock for many students. Cooperative education programs like EBCE lessen the adjustment required for the transition from school to work.

The San Antonio EBCE project asked emplyers to participate in ways they probably never considered. Schools traditionally call a community resource person to speak in classrooms and host field trips, but sending students off-campus for extended observation and experience is an idea whose time has come.

The results have been surprising: employees look forward to sharing information and insights about their work with curious young people. These adult-student interactions have nontangible benefits as well. Students learn things about themselves and adults that textbooks do not teach; at the same time, resource persons discover some things about youth that seldom match the stereotypes.

Yet, perhaps the most surprising reaction employers had to EBCE was the learning opportunities that were part of their everyday tasks--how to apply reading and mathematics skills, resolve complex problems in human relationships, use scientific principles and understand political processes are examples. EBCE tried to take the fullest advantage of the "hidden curriculum" in average community situations. The discovery was often amazing for students, employers and EBCE staff alike.

EBCE cannot operate without the commitment of community workplaces. Employers are the ones who must decide if the staff time will be given to students in the EBCE program. Without reservation, the San Antonio business community supported our program:

> *We are often asked if students actually contribute to the work we do. The San Antonio EBCE policy is that students are never compensated financially and are not to be commercially productive. We encourage students to become involved in whatever job function*

> *they are monitoring because we feel this is the best way to familarize them with the job. Any employer who hopes to gain commercially will be disappointed.*

> *In my judgement there must be a willingness on the employer's part to make a contribution to career education without expecting short-term benefits. While it is true that in the three years of my participation in EBCE, our firm has gained one part-time employee and another full-time employee who were former EBCE students, training prospective employees has not been our goal. As an employer, I must realize that the ultimate benefit is helping students identify careers that are appropriate and productive for them personally -- whether those careers are in our line of work or in an entirely different setting.*

> *As a resource person for many students myself, the most notable change I saw in students was their ability to make commitments and keep them and a better appreciation of the time and effort required to accomplish a task. For the most part, students beginning the program were directionless and lackadaisical in their approach to projects.*

To be successful, the professional staff in EBCE requires teachers who are ready for something new and different, who have already been experimenting with ideas and techniques that are out of the ordinary. They must display traits like:

- A feeling of ease when planning learning activities with youngsters on a one-to-one basis.
- An "eclectic" view of education, with dexterity in more than one subject matter discipline.

- An ability to recognize and use non-traditional instructional resources that are found in the everyday adult world (inter-office communications, computer printouts, ledgers, laboratory test equipment, repair manuals).

- A commitment to involving other adults in the instructional process.

- An interest in alternative ways of assessing and evaluating student accomplishments and certifying results to other institutions.

- A willingness to work on an extended contract basis using the extra time to arrange community sites and orient resource persons and students.

One learning manager saw her role in this way:

> *A typical week for an EBCE manager is normally very hectic requiring considerable flexibility since each student's schedule changes daily. It is also very helpful for EBCE staff to have a wide variety of experiences themselves, both in education and in various careers. An EBCE staff member must have an outgoing personality because of the constant contact with parents and the community. In a typical day, the learning manager might confront any one or all of the following situations: helping students with problems in their basic skills, negotiating and writing projects for students, coordinating and helping students study for competency tests, counseling on career and personal problems, calling parents if any problems arise or for general reporting purposes, evaluating student work, meeting occasionally with employer instructors to write projects for students, and helping students learn to plan time and meet a variety of deadlines.*

CONCLUSION

Overall, as we assess our three year EBCE approach in San Antonio, we recognize that career education with an appropriate mix of academic and career-exploration programs will provide new and saleable skills to every student. It points our high schools toward a more comprehensive educational experience; one of our demonstration districts is continuing the program with local support and directing its efforts in this vein.

On balance, EBCE is an idea which will permit a new flexibility and attention to individualization — a plan which permits some young people to learn in a way that is better for them.

Abstract

This report presents the final evaluation results from San Antonio's three-year demonstration of an Experience Based Career Education (EBCE) program. RBS was commissioned by the Texas Education Services Center - Region 20 (ESC-20) to design and conduct an evaluation of the process and outcomes of the program. Under ESC-20 auspices EBCE programs were implemented in two school districts in the San Antonio area.

The process evaluation reviewed and assessed essential program features: personnel, learning center, community sites, students, learning plans, learning activities, and student records. Evaluators conducted three intensive site visits during the year, observing program operations, interviewing participants and staff, and reviewing project documents. All intended implementation features were found to be in place. The program was conducted in an appropriate manner with reasonable fidelity to the EBCE model and the local program plan. Some difficulties were noted in establishing experimental and control groups for the evaluation and having students meet all EBCE model requirements.

The outcome evaluation utilized experimental and control groups of unknown equivalence and a set of instruments measuring relevant variables in career, basic, and life skills in a pretest-posttest design. The pretest was delayed into the school year due to problems in student group recruitment. Groups were found to be generally comparable at pretest on the measures available. Hypotheses of program impact were tested using "t" test, analysis of covariance and, chi-square procedures on the posttest

performance level. Program efficacy was not confirmed in the career or life skills areas. Mixed results were obtained for basic skills. Caution in interpretation was urged due to the unknown differences between groups and the late pretest.

Survey results from students, parents, and employers offered strong testimony regarding program quality and value. The project was reviewed in terms of its proposed objectives and relevant requirements and found to be in compliance. Recommendations were offered for project records and program refinement.

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Introduction

The San Antonio Experience Based Career Education (EBCE) Program is an implentation of the Northwest Regional Educational Laboratory EBCE model. This model is one of the four developed under the sponsorship of the U. S. Office of Education and the National Institute of Education. The San Antonio program is a three-year demonstration funded through the U. S. Office of Education with Vocational Education Act monies for Exemplary Projects (VEAD). The funding guidelines call for an objective, third-party evaluation, which has been designed and conducted by Research for Better Schools (RBS). During the first two program years, 1976-1977 and 1977-1978, two evaluation field reports and an Annual Evaluation Report were prepared. The same reporting schedule was followed for the 1978-1979 program year. Field reports were filed on February 16 and July 5, 1979. The present report represents the entire third evaluation. Nevertheless, field reports should also be consulted for a complete understanding of the evaluation effort.

Program Description

Experience Based Career Education has been designed to assist youth in making a successful transition to adulthood. It employs procedures which promote career skills, life skills, and basic skills. A key program ingredient is extensive experience with business, agency, and organization sites in the community. This out-of-school experience is carefully guided by staff educators and complemented by a variety of learning materials and strategies. Program models for EBCE have been developed by four educational laboratories.[1] The Northwest Regional Educational Laboratory (NWREL) model was selected for implementation in San Antonio.

The project has been designed and supervised by the grant recipient, Education Service Center - Region 20 (ESC-20). As part of the public education system of Texas, ESC-20 is a regional service agency covering a 14 county area in the South-central section of the state. The EBCE program is directed by Mr. William Lafferty, Deputy Executive Director of ESC-20. Mr. Lafferty has had overall responsibility for the San Antonio EBCE program.

The program has been implemented in two school districts, the Harlandale Independent School District (HISD) and the San Antonio Independent School District (SAISD). Both districts are in the metropolitan San Antonio area, with SAISD covering the center of the city and HISD serving the South-central area. Each district has designated a staff consisting of a project manager, a counselor, and a learning manager. The individuals who have served in these positions at HISD are Robert Maddox, Sally Halstead, and Gerald Busald. The staffing for SAISD in these positions were Edna Christopher, Edward Fears, and Janet Lynn; SAISD had an additional staff member, Mildred MacDade. Each school district operated a program in 1978-1979 for 60 eleventh and twelfth grade students. Thus, a total of 120 students could have participated in the third year of San Antonio's EBCE program. Students and staff utilized a central facility in each of the school districts and a number of business and agency sites throughout the community.

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[1] Northwest Regional Educational Laboratory in Portland, Oregon; Research for Better Schools in Philadelphia, Pennsylvania; Appalachia Educational Laboratory in Charleston, W. Virginia; and Far West Laboratory in San Francisco, California.

The program plan[2] established both the need for this kind of program in the San Antonio area and the guidelines for its implementation. The program was a demonstration project using the NWREL model of EBCE. This model seeks to help secondary school students prepare for adulthood and economic self-sufficiency. It intends to further students' career development, life skills, and basic skills.

Several learning strategies are employed to meet these objectives. Students explore and learn in natural work settings by using the network of community sites recruited to participate in the program. The experience in work settings is strictly for educational purposes and no pay is received. Students also complete projects based on problem-centered learning contracts individually negotiated to help them achieve their learning goals and make efficient use of their experiences in the community. A set of functional competencies, or survival skills, are identified and students are required to achieve proficiency in them. Finally, students maintain a written journal about experiences in the program and participate in seminars conducted by employers and other community representatives.

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[2] "San Antonio Experience Based Career Education Demonstration Project. ESC-20. San Antonio: (Reprinted) October 14, 1976.

Each student is guided by a learning plan which is developed by the project staff with awareness of individual needs and interests. Students meet a set of prespecified requirements while in the program and receive regular school credit for their work. Students are expected to spend approximately half of their time in the community and the remainder at the project central site or learning center. All activities are carefully monitored by the project staff.

The first quarter of the 1978-1979 San Antonio program began for students on September 5, 1978 and concluded on December 1, 1978. The second quarter concluded March 2, 1979. The third quarter ended June 1, 1979.

Evaluation Procedures

One component of the San Antonio EBCE has been a third-party evaluation conducted by Research for Better Schools. A detailed "Evaluation Plan"[3] was prepared by RBS to meet the U. S. Office of Education specifications.[4] This plan included a design for evaluating the program implementation process and student outcomes associated with participation in the program. The plan was carried out during the 1976-1977 and 1977-1978 program years, and has been updated for continuation in 1978-1979.

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[3] "Evaluation Plan for Third Party Evaluation of the Experience Based Career Education Program of the San Antonio Educational Services Center." Office of Planning and Evaluation, Research for Better Schools, Philadelphia: December 1, 1976.

[4] Federal Register, Vol. 40, No. 220, Thursday, November 13, 1975, p. 52964.

The process evaluation focused on program elements deemed essential for a valid demonstration of the EBCE model in San Antonio. Evaluation areas and standards of performance have been derived from the project proposal and the NWREL model description. The necessary data have been gathered through observation, interviews, and reviews of the project files by the evaluator. A Process Evaluation Form has been used as a framework for data gathering (see the Appendix). Project activities have been documented and assessed relative to performance standards. Evaluation site visits were conducted during the weeks of January 15, 1978, May 14, 1979, and July 15, 1979. During these visits the evaluators interacted extensively with the project staff and records; activities and procedures were also observed.

The outcome evaluation was designed to gather participant opinions concerning the program and to test a set of hypotheses related to student development in career, life, and basic skills. Participant opinions were measured through mid-year administration of Student, Parent, and Community Participant Opinion Surveys. An experimental design was employed with pretest and posttest administration of an instrument package to measure student outcomes. Statistical analyses were applied to assess the growth of program students and to comparatively test their performance against control students not in the EBCE program.

The program was intended to be helpful to the project staff, in addition to meeting funding requirements. To this end both formal and informal recommendations were made through consultation with the project staff and reports such as this.

Report Organization

The remainder of this report is dedicated to presenting the findings of the 1978-1979 EBCE program evaluation. Section II below covers implementation procedures (process evaluation). The NWREL program model specifies essential EBCE features; these are supplemented by San Antonio's program plan. The implementation evaluation is organized to reflect these features. Section III describes the outcome evaluation procedures and results in a conventional research format. Section IV discusses the program in terms of those features specifically required by the funding agency. Section V presents conclusions and recommendations derived from the site observations and analyses. Finally, Section VI summarizes the evaluation procedures and findings.

Implementation of the EBCE Model

This component of the evaluation was designed to provide information on each of the features necessary for successful implementation of the EBCE model. The features derived from the NWREL program manuals are listed below:

- Personnel
- Learning Center
- Community Sites
- Students
- Learning Plans
- Learning Activities
- Guidance
- Student Records

Implementation standards for each feature were developed by the evaluators based on the project proposal and the NWREL model.

Information pertinent to evaluating the program elements was obtained during the site visits made by the evaluators to the San Antonio project. The implementation of each element has been directly observed; each staff member has been interviewed and all project files and records have been reviewed by the evaluators during the course of the site visits.

A major function of the process evaluation was to provide feedback and recommendations to the project staff regarding the essential program elements. This was accomplished via debriefings with the Project Director and staff and the preparation of field reports. The process evaluation was also intended to document the extent to which the intended program was actually implemented. This latter intent is served by the present report. Each of the program elements is discussed below in terms of objectives, procedures, and results.

Personnel

One of the necessary elements in the operation of an EBCE program is an appropriate program staff. Both HISD and SAISD specified three staff positions summarized as follows:

- PROJECT MANAGER - to coordinate, supervise and maintain overall management for the EBCE project.
- STUDENT ACTIVITIES SPECIALIST AND GUIDANCE COUNSELOR - to establish, coordinate, and conduct an effective student activities, guidance, and counseling program.
- LEARNING MANAGER - to establish, coordinate, and supervise all activities of the learning center.

These positions were successfully filled during the 1976-1977 and 1977-1978 school years. All staff but the HISD Project Manager continued into the current year. The HISD Learning Manager moved into the Project Manager position, and a new staff member, Gerald Busald, was added. SAISD added a fourth professional position, which was filled by Mildred MacDade. The background and training of the new staff were reviewed in light of their project responsibilities. All staff actions appear to be appropriate and in the best interests of the program.

Staff roles are const[illegible]ted differently in the two school districts. In SAISD staff share many project roles and function interchangeably using a loose organizational pattern. The Learning Manager does handle the projects for all students and the Student Activities Specialist evaluates student needs. The HISD staff members each carry a case load of students for whom they perform most program functions. There are several exclusive functions, such as student evaluation by Student Activities

Specialist. The SAISD approach appears to incur some duplication effort, while the HISD structure may isolate staff resources.

Two activities have contributed to continuing staff development. Intensive planning sessions were conducted during the summer with all staff from SAISD, HISD, and ESC-20 participating. Staff also meet on at least a weekly basis within districts and periodically between districts. A workshop on sex fairness was held in December 1977 (see Guidance below). Staff are well trained in the essential program features and processes.

Learning Center

The availability of a learning center containing the resources necessary to complement community site experience and make the EBCE program a comprehensive alternative to regular school is an essential program feature. Objectives of the center include acquisition of learning resources in career, academic, and life skill areas. The learning center also serves as the central location for operation of the project.

The SAISD learning center was located in Tafolla Junior High School. Two large rooms were well outfitted for use as a learning center and staff offices. The HISD learning center occupied a one-story commercial building in the Harlandale area. Both facilities were well suited to serve as a central location for operating the EBCE program.

Both districts supplied their learning centers with a variety of learning materials related to career, basic, and life skills development. These materials included academic course texts, individualized instruction programs, skill building packages, audio-visual presentations and equipment, reference materials, brochures, and literature selections. Group and individual instruction was provided in the centers by program staff and outside resource people. Tutors provided instruction in algebra, Spanish, French, chemistry, and trigonometry for SAISD. Sending school course offerings were utilized to meet supplementary needs. Sending school courses for SAISD included ROTC, driver education, calculus, and drama. HISD made use of sending schools for biology, typing, and shorthand.

Community Sites

Community sites are essential for enabling the experiential learning which is central to the EBCE model. The recruitment, development, and utilization of sites is addressed.

Recruitment. EBCE site recruitment is the process of identifying and attracting sites and site personnel to participate in student learning. Through the recruitment of many employer and community sites, a network is developed to meet the educational needs and interests of EBCE students.

HISD maintained 63 sites during the 1977-1978 school year; 11 were not continued and 17 were added for a new total of 69 for the 1978-1979 year. SAISD listed 67 community sites for the past year. During this year, one was lost and 57 new sites were added, for a total of 123 sites available for the 1978-1979 program year. Lists of sites for each district are presented below.

HISD COMMUNITY LEARNING SITES

1. A-1 Litho Service
2. Alamo Dog & Cat Hospital
3. Alamo Flyers, Inc.
4. All-Rite Auto Parts
5. Bexar County Juvenile Probation Department
6. Burger Chef Restaurant
7. Cavender Oldsmobile Co.
8. Office of the City Council
9. (SA) Fire Department
10. (SA) Parks & Recreation Dept.
11. (SA) Police Department
12. (SA) Purchasing Department
13. City Public Service
14. City Water Board
15. Commercial Body Corp.
16. Datapoint Corporation
17. Eagle Grocery Store
18. Four Seasons Nursing Home
19. Jesse M. Gonzales Designs
20. (HISD) Harlandale Deaf & Blind
21. (HISD) Physical Education for the Handicapped, Cluster 4
22. (HISD) Adams Elementary School
23. (HISD) Carroll Bell Elementary School
24. (HISD) Bellaire Elementary School
25. (HISD) Collier Elementary School
26. (HISD) Harlandale High School
27. (HISD) Leal Middle School
28. (HISD) McCollum High School
29. (HISD) Rayburn Elementary School
30. (HISD) Schulze Elementary School
31. (HISD) Stonewall Elementary School
32. (HISD) Terrell Wells Middle School
33. (HISD) Vestal Elementary School
34. Harlandale State Bank
35. Holmgreen Memorial
36. W. M. Kruse Construction Co.
37. Law Firm of Grossenbacher, Vaughan, and Burch
38. Law Firm of Pons, Rangel, and McKnight
39. Leonard's Beauty Salon
40. Luby's Cafeteria
41. Lutheran General Hospital
42. Mares Refrigeration Co.
43. Marmon-Mok Associates
44. Mission Chevrolet, Inc.
45. Mission Nurseries, Inc.
46. Mission Road Foundation
47. Noonan, Krocker, and Dockery
48. Ole Toro Mexican Food to Go
49. Deanie Owens Company, Realtors
50. Palm Heights Mortuary
51. Radio Station, KAPE
52. San Antonio Express/News
53. San Antonio State Hospital
54. Southeast Baptist Hospital
55. Southside Floral Shop
56. Southside Funeral Home
57. Southside Neighborhood Assistance Corp.
58. Spanish Oaks Nursing Home
59. Taco Bell
60. Television Station, KTSA
61. Mr. Ben A. Wallis, Jr., Attorney
62. Warren Reed and Friends
63. Wesley Community Center
64. Williamson Realty Co.
65. Young Men's Christian Association of San Antonio
66. Bexar Drug Store
67. Henderson Electric
68. Glass'N Glazing
69. (HISD) Gillette Elementary

SAISD COMMUNITY LEARNING SITES

1. Acme Iron Works
2. Alamo Music Center
3. American Red Cross
4. Ancira Winton Chevrolet
5. Paul Anderson Company
6. Ed Arnold Plumbing Co.
7. A.V.W. Audio Visual, Inc.
8. Baptist Temple Day Care Center
9. Barrio Comprehensive Child Health Care Center
10. Beldon Roofing and Remodeling
11. Bexar County (B) Sheriff's Department
12. (B) Boys Club of San Antonio
13. (B) Brooks Air Force Base
14. (B) Business Development Center
15. (B) Carmelite Day Care Center
16. (B) Chicano Arts
17. (B) Criminal District Attorney's Office
18. City of San Antonio (SA) Constable's Office
19. (SA) Fire Department
20. (SA) Legal Department
21. (SA) Metropolitan Health District
22. (SA) Police Department
23. (SA) Prosecutor's Office
24. San Antonio Zoo
25. Cudahay Packing Company
26. Daniels, John T., Oral Surgeon
27. Dixie Flag Mfg. Company
28. Dodd Animal Hospital
29. Drug Abuse Central
30. Economy Aviation
31. Education Service Center
32. E.G. & G. Automotive & Research, Inc.
33. Ella Austin Community Ctr.
34. Frost National Bank
35. Gerfers Flower Shop
36. Girl Scout Council of San Antonio Area
37. Gleason Veterinary Hospital
38. Guadalupe Community Center
39. Guadalupe Lumber Company
40. Harris Flower Shop
41. Inman Christian Community Center
42. Kelly Air Force Base
43. Kelly Scherrer Flower Shop
44. Kingston Manufacturing Co.
45. Lackland Air Force Base (L) Data Processing
46. (L) Defense Language Institute/ English Language Center
47. (L) Defense Language Institute/ English Language Center, Language Laboratory
48. (L) Machine Operation
49. (L) Photo Laboratory
50. (L) Safety Center
51. (L) Veterinarian
52. (L) Wilford Hall Hospital
53. Frank Leal & Associates, Inc.
54. Lutheran General Hospital
55. Lutheran General Hospital Mental Health-Mental Retardation
56. C. R. McGowan, Attorney
57. Mental Health-Mental Retardation Center
58. Metropolitan General Hospital
59. Middleman Pharmacy
60. Minnie Stevens Piper Fdn.
61. Moon Flower Shop
62. National Weather Service
63. Newell Enterprises, Inc.
64. Nichols Photography
65. Our Lady of the Lake Univ.
66. Pape-Dawson Consulting Engineers
67. Pitluk Group, The
68. Project STAY
69. Radio Station, KAPE
70. Rigsby Auto Parts
71. Learning Resource Center
72. ROTC
73. San Antonio College (SAC) Data Processing Department
74. (SAC) Department of Physical Ed.

75. San Antonio Ind. School District (SAISD) Area No. 3
76. (SAISD) Central Office
77. (SAISD) Bowie Elementary School
78. (SAISD) J. T. Brackenridge
79. (SAISD) Highland Hills Elementary School
80. (SAISD) Japhet Elementary School
81. (SAISD) Regional Day School for the Deaf-Pfeiffer Annex-Deaf School
82. (SAID) Rodriguez Elementary School
83. (SAISD) Ruiz Elementary School
84. (SAISD) Tafolla Junior High School
85. (SAISD) Tafolla Junior High School Food Service
86. (SAISD) Tafolla Junior High School Journalism
87. San Antonio Savings Assn.
88. San Antonio State Hospital
89. Schleyer's Taxidermy Studio
90. Santa Rosa Day Care Center
91. Willard E. Simpson Co., Inc.
92. Southwest Research Institute
93. Southwestern Bell Tel. Co.
94. Spires Douglas Buick Co.
95. Television Station, KLRN
96. Texas Dept. of Public Safety
97. Texas Employment Commission
98. Texas Scenic Company, Inc.
99. Texas State Bank
100. Texas State of National Guard
101. Texas State of National Guard Military Policy Company
102. Texas State of National Guard Occupational Maintenance
103. United Services Automobile
104. U. S. Marine Recruiting Station
105. U. S. Navy Recruiting Station
106. The University of Texas at San Antonio
107. Xerox Corporation
108. Young Men's Christian Association of San Antonio
109. H. B. Zachry Company
110. DeZavala Elementary School
111. Matthew's Florist
112. Alamo Advertising
113. Hayes Productions
114. (SAISD) Deaf School Unit
115. (SA) Personnel Office
116. Central Tire Company
117. Instant Passport Photos
118. Patino Bridal Photography
119. Multi Media Productions
120. Weber Diesel Service

From the site lists and interviews with community site personnel it is apparent that recruiting sufficient participants for the program has not been a problem. The reception of EBCE in the San Antonio community has been excellent, and project staff have accomplished site recruitment in a diligent and sensitive fashion. Available sites offered diverse opportunities to students.

Development. Community site development is concerned with providing site personnel with the staff support, program information, skill development, and contact with each other needed to guide, negotiate with, instruct, and evaluate students in EBCE. Development activities have been minimal in both districts. Orientation and training was generally limited to a brief individual session between the site contact person and a member of the project staff. Community site interviews have suggested that sufficient support and information was received by sites.

Utilization. Site utilization refers to the procedures and purposes related to community site participation in the EBCE program. The first step in utilization is the analysis of site potential for program use. This was accomplished using the NWREL site analysis forms. HISD completed a brief site analysis for both exploration and learning level site use; SAISD limited site analysis to the learning level. Both districts have prepared a file of site information for students and staff to use in considering potential placements.

The community sites were used in awareness visits, career explorations, learning level projects, competencies, life skills projects, and employer seminars. In all cases site utilization was initiated by a staff member who arranged conditions with the community site contact person. A staff member often accompanied the student for the first visit and frequently called or visited at least one other time during the student's stay.

Students

Experimental, control, and alternate student groups were selected from each of the two participating school districts. Selection for the program vs. the control group was to be done on a random basis. The objectives of this process were to select 60 program and 60 control students in an unbiased manner for each school district and to obtain parental consent for participation in all aspects of the program and evaluation.

SAISD recruited students in Spring 1978 by visiting each of the eight high schools in the district and discussing the program during assembly periods and with small groups. Public announcements were also made. A total of 238 students, including 10 from the 1977-1978 EBCE group, applied for admittance as a result of this procedure.[5] Although random selection procedures were employed to construct an initial experimental (program) group, it was necessary to virtually exhaust the entire applicant pool to finally fill up the program complement. Of those who declined entry to the program, 60 agreed to serve in the control group. Remaining members of the applicant pool declined any participation. Descriptive characteristics of these groups are portrayed in Table 1. The experimental groups roughly reflected the applicant pool proportions, suggesting an unbiased selection process. Parental consent forms were obtained for all selected students. These original groups changed only slightly through attrition and replacement.

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[5] The initial recruitment effort had to be supplemented by special contacts in Fall 1978 in order to permit representation from two of the high schools in the final program group.

HISD began the recruitment process in Spring 1978 with public announcements and assembly presentations, but only a small number of applications were filed by the end of the school year. Recruitment continued into the Fall on a group and individual basis. Eventually, 74 students were enrolled in the applicant pool, including 12 returnees. Forty-eight of these eventually agreed to participate in the program. Each program student nominated a peer to serve in the control group. Group demographic characteristics appear in Table 1. The selection process appeared to be unbiased. Parental consent forms were obtained for all students.

Both districts designed and conducted well-formulated student orientation programs. The programs were presented during the first week of school. HISD continued beyond that with orientation activities.

Several categories of background information were collected from students via the RBS Student Demographic Data Questionnaire. Portions of this self-report information are represented in Tables 2 through 9 below for descriptive purposes. Basic skills test results are also presented.

Table 1

Student Group Composition

HISD

Group Characteristic	Applicant Pool[1]	Program Group[2]	Control Group
Size	74	48	48
Male	45%	46%	44%
Female	55%	54%	56%
Juniors	-	25%	23%
Seniors	-	75%	77%

SAISD

Group Characteristic	Applicant Pool[3]	Program Group[4]	Control Group
Size	238	60	60
Male	38%	38%	45%
Female	62%	62%	55%
Juniors	48%	30%	60%
Seniors	52%	70%	40%

1. Two members were placed in the Control Group; 24 members declined participation.

2. Includes 12 returnees from previous year, all seniors.

3. Forty-seven members were placed in the control group; 131 members declined participation.

4. Includes 10 returnees from previous year, all seniors.

Table 2

Ethnic Group Membership

School / Ethnic Group	SAISD Experimental	HISD Experimental
Hispanic	68%	65%
Black	19%	-
Anglo	7%	27%
Other	6%	8%

Table 3

Reasons for EBCE Enrollment

Group / Reason	SAISD Experimental	HISD Experimental
To find out about careers	45%	52%
To receive counseling	27%	15%
To get job training	12%	15%
To have more individualization	5%	6%
To get help in finding a job	5%	10%
Other	6%	2%

Table 4

Student Post Secondary Plans

Plans \ Group	SAISD Experimental	HISD Experimental
Full-time Employment	22%	54%
Four-Year College	38%	15%
Two-Year College	14%	23%
Part-time Employment	5%	2%
Trade-Tech School	5%	-
Apprenticeship	3%	6%
Military Service	8%	-
Other	5%	-

Table 5

Student Occupational Plans

Occupation \ Group	SAISD Experimental	HISD Experimental
Immediate Plans		
Executive - Professional	22%	29%
Administrative - Business	22%	8%
Clerical - Sales	22%	42%
Skilled Manual	7%	15%
Semi-Skilled Manual	5%	4%
Unskilled	5%	2%
Unemployed	-	-
Other	17%	-
5-Year Plans		
Executive - Professional	45%	52%
Administrative - Business	19%	4%
Clerical - Sales	7%	25%
Skilled Manual	12%	13%
Semi-Skilled Manual	3%	4%
Unskilled	-	-
Unemployed	-	-
Other	14%	2%

Table 6

Parental Occupations

Occupation \ Group	HISD Experimental	SAISD Experimental
Father		
Executive - Professional	15%	15%
Administrative - Business	11%	10%
Clerical - Sales	4%	5%
Skilled Manual	28%	24%
Semi-Skilled Manual	26%	10%
Unskilled	7%	5%
Unemployed	2%	5%
Other	7%	26%
Mother		
Homemaker	50%	40%
Executive - Professional	4%	11%
Administrative - Business	4%	9%
Clerical - Sales	15%	9%
Skilled Manual	6%	11%
Semi-Skilled Manual	2%	7%
Unskilled	13%	7%
Unemployed	4%	4%
Other	2%	2%

Table 7

Parental Educational Level

Group Level	HISD Experimental	SAISD Experimental
Father		
Elementary School	29%	17%
Junior High School	15%	12%
Some High School	19%	21%
H. S. Diploma	17%	12%
Some College	15%	21%
College Degree	2%	3%
Graduate School	2%	5%
Unknown	1%	9%
Mother		
Elementary School	28%	17%
Junior High School	17%	12%
Some High School	32%	29%
H. S. Diploma	15%	16%
Some College	6%	10%
College Degree	-	5%
Graduate School	2%	5%
Unknown	-	6%

Table 8

Student Basic Skills Performance at Pretest*

Group Skill	SAISD Experimental		HISD Experimental	
	Average	S.D.	Average	S.D.
Reading Comprehension	8.36	2.52	7.77	2.73
Arithmetic Concepts	8.58	2.23	7.13	2.40
Arithmetic Applications	7.85	2.00	8.05	2.77
Language Mechanics	7.96	3.03	7.11	2.41
Language Expression	8.39	3.03	7.31	2.16

*As measured by the Comprehensive Tests of Basic Skills and expressed in average grade equivalents.

Table 9

Student Group School Performance Indices at Pretest*

Index \ Group	HISD Experimental	SAISD Experimental
Average Grades		
A	4%	3%
B	21%	42%
C	56%	50%
D	19%	5%
F	-	-
Unknown	-	-
Attendance Estimate		
Present Mostly	31%	47%
Present Frequently	4%	23%
Absent Sometimes	47%	28%
Absent Frequently	10%	2%
Absent Mostly	8%	-
Unknown	-	-

*Based on self-report.

These tables constitute a description of various characteristics of the students enrolled in the SAISD and HISD programs. As shown in Table 1, both school groups were reasonably well split on sex, with some preponderance of female members, especially at SAISD. Approximately three-quarters of both groups were seniors, with the remainder juniors. The majority of students were from Mexican-American backgrounds. SAISD also reported a representation of Black students, while HISD had a large Anglo minority (Table 2).

As seen in Table 3, the principal reason for enrolling in the EBCE program was to find out about careers. Job-related counseling and training were the second and third most reported reasons.

With regard to post-secondary plans, as reported in Table 4, the most popular intention of HISD students was full-time employment, while for SAISD respondents it was four-year college. Specific occupational plans are presented in Table 5. Immediate plans in clerical-sales and executive-professional occupations were the highest for both groups of students. In five-year planning the executive-professional level of careers pulls away as the single most frequent choice. These results may be compared with the parental occupations reported in Table 6. The skilled and semi-skilled manual occupations are the most frequent for fathers. Homemaker was the largest category for mothers. Table 7 presents information on parental education level. Most parents had reached the high school level; SAISD was somewhat higher in reported level.

Tables 8 and 9 describe characteristics related to school performance. The overall average grade equivalent score across skill areas for SAISD was 8.23; for HISD the same scores averaged to 7.47. There was thus a notable difference in favor of SAISD. In reported school grades most students had between a C and B average. Little chronic absence was reported. SAISD reported both better grades and attendance than HISD.

Learning Plans

Individual learning plans establish the method whereby students interact with program resources. These plans organize each student's activities and determine the potential impact of program experiences. It is thus imperative that the plans be carefully constructed with cognizance of the program requirements, student characteristics, and available resources. The objective of this process is to provide each student with a plan that is individualized, based on needs and interests, and reflective of a rational developmental scheme.

Learning plan negotiation includes all those activities and events necessary to individualize student learning experiences and achieve program goals. It is characterized by a four-phase learning plan cycle which includes the following elements:

- assessment of individual student needs
- prescription of individually negotiated learning plans
- evaluation feedback and recordkeeping processes and forms for monitoring progress and sharing information

- integration activities for helping students synthesize, assimilate, and refine

The student needs which set the framework for learning plans were derived from three sources: unmet scholastic credit requirements, EBCE program requirements, and student interests. Credit needs were determined by analyzing each student's transcript upon entrance to the program. This process was conducted by the Student Activities Specialist. Program requirements were as follows for the year: 9 Awareness Visits, 6 Career Explorations, 2 Learning Level Projects, 7 Life Skills Projects, and 12 Competencies.[6] Student interest information was gathered through an EBCE Questionnaire, a Learning Style Survey, and personal contact with the student.

Program staff assessed student interests and developed learning plans to meet students' credit needs and activity requirements. SAISD used a relatively centralized process with the Learning Manager prescribing activities for learning plans. HISD used the "case load" approach with each staff member planning for a small group of students. Both districts prepared plans quarter by quarter; neither developed longer term learning plans. All student learning plans reflected the same program requirements but used different activities to meet the requirements. Activities were then translated into standard credit areas to meet graduation requirements. Table 10 shows the 1978-1979 program activities expressed in terms of the credit awarded.

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[6] The model calls for 2 Learning Level Projects per year, which may be completed during any quarter(s); in a quarter which has no Learning Level Project an additional Life Skills Project is required.

SAISD awarded a total of 1050 quarter credits for the year, or six per student per quarter on the average.[7] Students were given a quarter credit for each learning level and life skills project completed. They also received a credit for any tutorial or sending school course. Remaining credits, usually two or three per quarter, were awarded for individual or combined program activities such as career explorations, competencies, journals, or awareness visits. Staff selected the academic area of best fit for each awarded credit.

HISD awarded a total of 756 quarter credits for the year, or somewhat more than five per student per quarter on the average. Students were given credit in a distribution which matched what they would have been awarded had they stayed in their regular school programs. These configurations of credit had been worked out by the sending schools in the process of course selection. Staff attempted to articulate this configuration with such student's program activities. Thus, any program activity could be credited directly, or all activities could be credited as a group in fulfillment of a predetermined scheme.

In the course of most activities, students were asked to turn in a written product which ranged from a simple form or journal entry to an

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[7] Seven students graduated from the program at the end of the second quarter.

Table 10

1978-1979 Credits Awarded

SAISD			HISD		
	Academic Area	Quarter Credits		Academic Area	Quarter Credits
1.	Elective	218	1.	Record Keeping	96
2.	English	178	2.	Health and PE	90
3.	Math	84	3.	English	81
4.	Government	74	4.	Government	78
5.	Environmental Science	70	5.	Sociology	66
6.	Art	60	6.	Social Studies	60
7.	American History	56	7.	Home and Family	57
8.	Spanish	49	8.	Art	51
9.	Social Studies	35	9.	Typing	48
10.	Sociology	35	10.	Consumer Education	42
11.	Home and Family	34	11.	Business	30
12.	Record Keeping	27	12.	Math	24
13.	Business	24	13.	Other[2]	27
14.	Business Law	18			
15.	Science	12			
16.	Other[1]	76			
		1050			756

[1] Includes journalism, music theory, child development, French, physical education, driver education, ROTC, drama, architectural drafting, general shop, and reading.

[2] Includes refrigeration, drafting, speech, chorus, child development, and journalism.

extensive project. These were evaluated by staff, and both written and verbal feedback to students was provided. Each district used a form to summarize each student's performance for the academic quarters; these were shared with students. Students also received standard grade reports.

The integration of activities, experiences, and learning occurred at an informal and personal level. Staff demonstrated a close relationship with students; staff guidance was a strong program element. Analysis and synthesis was also an observable facet of student peer group interaction.

Learning Activities

All of the processes described above contributed to the implementation of EBCE learning activities with students. This section reviews the year's activities; the information utilized was taken from project records.

Awareness Visits. These are brief visits to community sites to gain an overview of the careers and jobs represented at the site. In the process, students complete an Awareness Form. Nine awareness visits were required for the year.

HISD conducted group visits to the Baptist Memorial Hospital, St. Phillips College, Brooks AFB, Kelly AFB, Southwestern Bell Telephone, the Institute of Texan Cultures, Witte Museum, San Antonio Police Department, San Antonio Express-News, and City Public Service. Students also engaged in individual visits. A total of 378 awareness visits were recorded for an average of slightly more than eight per student. Thirty percent of the students completed nine or more visits.

SAISD students completed awareness visits using large and small groups. Large groups visited the Metropolitan Hospital, USAA, the Boys Club, Xerox, and the city jail. Individual student visits were also noted. A total of 502 visits were represented in the records. The average per student was close to nine; 81 percent of the students completed nine or more.

Career Exploration. These are three-to-five day student encounters with the people and job tasks related to occupations of interest. In the process students complete an Exploration Package. Two explorations are required each quarter.

Over the course of the year SAISD used less than half of its 123 recruited community sites to conduct 284 career explorations. The average student completed almost five, with 55 percent completing the required six or more. The explorations appeared to cover one to three weeks with the equivalent of three to five full days, or 25 hours, on site.

HISD employed a similar proportion of its 69 sites to provide 279 explorations. The average per student was almost six, with a full 92 percent reporting six or more. Students were typically on site for four or five weeks with an average number of site hours of approximately 70, or 15 per week. The HISD explorations represented a focal program element which was well conducted and documented.

Learning Level Projects. These projects enable students to follow through on their career explorations of community sites by returning for longer and more indepth learning experiences. They involve the student extensively with the people, equipment, and other resources available at workplaces in the community. Two learning level projects are required for the year; they may be undertaken in any quarter.

All HISD students met this requirement. A total of 131 learning level projects were completed, with an average of over two per student. All students completed cursory studies of one career area during the first quarter; this primarily involved library work in the Learning Center. Other projects were completed by students later on, often using sites initiated as explorations. Some students conducted studies of past career explorations as learning level projects. Written products resulted from the projects.

SAISD had problems implementing this program component. A total of only 33 learning level projects were completed; eight percent of the students met the requirement of two. A variety of community sites were utilized. Written products of good quality resulted from the projects.

Life Skills Projects. These projects are individualized, problem-centered, and designed to help students blend learning objectives from life skills, basic skills, and career development in activities utilizing community sites and the learning center. Project design and process encourage students to manage their own learning and to perceive the relationships among personal goals, career options, and specific knowledges and skills. Projects are designed in the areas of creative development, critical thinking, functional citizenship, personal/social development, and science. Predesigned projects are available from NWREL; these are used in modified forms. Seven projects were required for the school year.

The SAISD Learning Manager and the new staff member developed projects with cooperation from the students. The Learning Manager also supervised and evaluated the projects and their products. Most students completed projects in English and history or government which continued through the year. Other projects were performed within the academic quarters; topics included recognizing creativity, music theory, business law, record keeping, environmental science, art, journalism, geography, economics, biology, home and family, and the free enterprise system. A total of 514 projects were recorded with an average of more than 8.5 per student. Ninety-two percent of the SAISD students completed the life skills project requirement. Generally speaking, the projects were impressive in their structure and educational content. They elicited individualized responses from students, and staff provided consistent feedback on quality.

The HISD projects were based on the NWREL model materials or materials developed by the project staff. All HISD students completed the same life skills project during the first quarter. Students were required to characterize in writing the five life skills areas: critical thinking, creative development, personal/social development, functional citizenship, and science. This primarily involved a review of the NWREL materials on the life skills which students received during orientation. Later projects which were common included ones on citizenship, understanding self and others, writing skills, weather, living on one's own, and growing things. These projects employed somewhat lower standards for student response. Extensive research and written products were not required for successful completion. This was considered necessary in light of the prevalent student characteristics. A total of 403 projects were recorded with an average of more than 8.5 per student. Almost all students completed the required seven.

Competencies. Competencies are those skills and tasks considered by the local community to be necessary for adults to function effectively in that community. Students are instructed and certified in competency areas by community members and staff with expertise in the competency area. NWREL provides a manual of materials and procedures for the competencies. The completion of twelve competencies was required for the year quarter.[8]

The same twelve areas of competency were covered in both districts: credit, electoral process, job applications, checking, emergencies, taxes, budgeting time and money, insurance, legal rights, health and physical fitness, public agencies, and maintaining an automobile. At HISD the NWREL competency materials were used to provide instruction and community site people served as certifiers of the competency. At SAISD the staff developed substantial instructional and testing materials related to competencies; community people also were used to certify students.

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[8] Since second year students had completed all competencies during the last program year, this requirement was often waived for them.

The records indicated a total of 536 completed competencies at HISD for an average of over 11 per student. Over three-quarters met the program standard. SAISD records showed 507 completed competencies, over 10 per student, and over two-thirds meeting the standard. In most cases incompletion meant that instruction had been received but certification was not formalized.

Student Journals. The journal is a way for students and staff to share thoughts and feelings with each other through a series of journal entries written and responded to on a regular basis. Students are required to submit journal entries about their experiences in the program on a weekly basis. Staff review the journals and provide feedback to students. This activity was only partially implemented in both districts.

Employer Seminars. These are regular meetings of students with employers and other community people to discuss career development topics. The seminars help students better perceive career issues and trends such as work ethics, job discrimination, employment market, career mobility, and advancement opportunities. While no requirement has been set, two seminars might be established as a minimum; more are desirable. HISD conducted several Employer Seminars, using staff from Baptist Memorial Hospital, Southwestern Bell Telephone, Harlandale State Bank, Chamber of Commerce, and the Weather Bureau. SAISD conducted three seminars led by representatives of the Red Cross, San Antonio Police Department, and the Texas Highway Patrol.

Guidance

In an EBCE program student guidance is a supporting and connecting set of experiences and helping relationships intended to insure that young people will gain meaning from their experiences. All learning activities and accompanying adult guidance encourage student responsibility, self-direction, self-awareness, and continual refinement of career and life goals. Guidance thus has an integrating and reflective role as well as the traditional functions. All program staff and participating community members assist in student guidance.

A special aspect of the VEA funded programs is an emphasis on the avoidance of sex-role stereotyping and the provision of sex-fair guidance. The project proposal calls for the creation of an external advisory group to suggest and review procedures relating to several program aspects. Staff training should involve sessions to enhance awareness of the problem and provide ways of avoiding sex-role stereotyping in project conduct. Learning resources should be selected and prepared to minimize stereotyping. The creation of student learning plans is another point where stereotype avoidance can have maximum effect. Finally, student placement in particular learning activities and the experiences provided by those activities need to be reviewed to assure that the reinforcement of stereotypes is not occurring.

An external review committee was proposed and named but not activated. Since this committee was not operational, the evaluator reviewed program aspects related to sex-role stereotyping.

Learning center and community site resources were reviewed. No suggestion of stereotyping was found in selection, preparation, or student placement. There was some evidence that non-traditional career roles were presented; females pursued electronics, truck driving, TV camera operation, law enforcement, veterinary, engineering, and military police careers; males prepared for nursing and cosmetics careers.

A half-day Sex Fair/Sex Role Stereotyping Workshop was conducted in December, 1978 by an external expert for all project staff. The workshop covered career aspirations, sex roles in school, role reversal, Title IX, and non-traditional jobs. Interviews with the project staff indicated that they had developed an awareness of associated problems and were acting appropriately to avoid stereotypes in the program. It thus appeared that staff were aware of the problems created by sex-role stereotyping and attempted to deal with them in counseling and other program elements.

Student Records

EBCE student records are designed to collect, record, interpret, and report information as students progress through the program. Such records provide data for diagnosing student abilities and needs, prescribing action to meet diagnosed needs, and documenting and reporting student experiences. The records must be sufficient to provide accurate information on individual student performance, to certify the completion of requirements, to enable reports to various audiences, and to give students the necessary record of their EBCE experiences.

Activity monitoring records are both burdensome and essential in the operation of a demonstration program. This area includes records on attendance, time use, activity flow, and performance. Such records had to meet needs established by the school district, the ESC-20, the funding agency, the third-party evaluator, and the program staff. This is obviously a complex affair. In general, HISD met all recording needs well, but the energy required detracted from that available for activities with students. SAISD records were much harder to deal with, yet staff used the consequently saved time constructively. There is no pat solution to this dilemma; staff have had to balance the conflicting needs.

The central role of the records system in preparing evaluation reports such as this should be especially noted. The evaluators gained much information and perspective through discussions with project staff and observation of project activities. However, the limited time possible on site for the evaluators causes evaluation reports to be largely dependent on what the project records show. These records remain the most definitive and concrete representation of what occurred. Given this importance of the records, the evaluators have several times recommended improvements and validated the records against individual student project folders and activity observation. Checks against folders yielded the following percentages of agreement:

	SAISD	HISD
Awareness Visits	86	30
Career Exploration	92	70
Learning Level Projects	77	100
Life Skills Projects	76	100
Competencies	86	100

As can be seen, there was a great deal of variability, but generally high agreement. The low of 30 percent for HISD awareness visits is due to the packets not being completed and folders not showing activities which reportedly took place. In most cases it would appear that figures of less than 100 percent are due to minor lags which prevented full completion of one activity or another. However, the dependence on records may have introduced some inaccuracy or misrepresentation into the evaluation results reported. It was attempted to minimize this by using multiple sources and checking findings with project staff.

Evaluation of Student Outcomes

The EBCE program model includes a large number of intended benefits for participating students, the schools, the economic sector, and the community at large. The present evaluation design considered only student variables which were selected for study based on their representativeness of program value and their measurability in a precise behavioral way. Using these qualifications not all variables of interest could be included. The focus was on those areas which were both meaningful to the NWREL model and amenable to objective assessment.

The areas of student outcomes selected were as follows:

- Career Skills
    - Career Knowledge
    - Identifying Interests
    - Understanding Work
- Basic Academic Skills
    - Reading
    - Writing
    - Mathematics
- Life Skills
    - Attitudes Toward Learning
    - Acceptance of Self
    - Acceptance of Others
- Participant Perceived Effects
    - Students
    - Parents
    - Community Participants

The outcome evaluation was designed to determine to what extent the EBCE program effected desired student outcomes in the above areas. The evaluation plan included both objective tests of performance and surveys of participant-perceived effects.

Student Groups

The evaluation design called for a random distribution of program applicants into experimental and control groups at SAISD. Prior experience with HISD Indicated that the applicant pool would not be sufficient for this procedure, so "peer nomination" was used. As experimental students were recruited, they were asked to recommend a control student who was "like themselves in most respects." Experimental students were to participate in the EBCE program, while control students would remain in their regular high school curriculum. Table 11 displays the results of the group recruitment effort.

Table 11

Student Groups at Selection

Group	HISD	SAISD
Experimental	48	60
Control	48	60
Applicant Pool	74	238

As can be seen, the numbers of students per group were sufficient for the evaluation, although HISD was short of its program goal of 60 students. The random design at SAISD simply did not work out. Virtually all members of the applicant group had to be tapped to obtain a firm group of 60 experimental students. The control group had to be drawn from students who opted out of the program but agreed to be tested. Both HISD and SAISD accordingly fell into a quasi-experimental design with groups of unknown comparability.

Two factors generally affect student groups over time with regard to their utility for evaluation purposes: dropouts during the year and testing absences. Table 12 summarizes the effects of these factors for the 1978-1979 year. As can be seen, attrition was very low; most dropping out of the samples occurred prior to the school year. Testing absence was also low. The percent of complete data pairs was as follows: HISD experimental - 98 percent, HISD control - 67 percent, SAISD experimental - 85 percent, SAISD control - 78 percent. Most SAISD missing cases were due to early graduation precluding the posttest. The high rates suggested that the final data pairs were probably representative of the initially drawn samples. However, since the groups were not randomly selected, it was still necessary to statistically compare group equivalence at the pretest before testing for program outcomes.

Table 12

Student Group Size

Group / Characteristics	HISD		SAISD	
	Experimental	Control	Experimental	Control
Size at Selection	48	48	60	60
Dropouts	1	-	4	-
Replacements	1	-	4	-
Students Pretested	47	39	57	47
Students Posttested	47	34	51	47
Complete Data Pairs	47	32	51	47

Test Instruments

An instrument package was constructed to measure growth in each student outcome area as follows:

- Career Skills
  - Assessment of Career Development
  - Self-Directed Interest Inventory
  - Career Attitude Survey
- Basic Skills
  - Comprehensive Tests of Basic Skills
- Life Skills
  - Assessment of Student Attitudes Toward Learning Environments
  - Acceptance of Self Scale
  - Acceptance of Others Scale
- Participant Perceived Effects
  - Student Opinion Survey
  - Parent Opinion Survey
  - Community Participant Opinion Survey

Pretests in the skill areas were administered in December, 1978 by project staff using a manual prepared by the evaluators. Participant perceived effects surveys were administered in April, 1979. Posttests were given in May, 1979. Individual instruments are described below.

1. Student Attitude Survey (SAS)

   The SAS was designed to measure secondary school students' attitudes toward school, work, self and others. The 80-item instrument is presented on a two-sided optical scanning form. It contains four separate sections including the subscales listed below:

   a. Assessment of Student Attitudes Toward Learning Environments
   b. Career Attitude Survey
   c. Acceptance of Self Scale
   d. Acceptance of Others Scale

   All items are presented in a five-point Likert format with "Strongly Disagree" and "Strongly Agree" as poles.

2. Assessment of Career Development (ACD)

This instrument was developed by the American College Testing Program. It focuses on three core components of career development: occupational awareness including occupational knowledge and exploratory occupational experiences; self awareness including job values and preferences, career plans, self-evaluation of career planning, and perceived needs for help with career planning; and career planning and decision-making including career planning knowledge and involvement in career planning experiences. The major purpose of the ACD is to provide counselors, administrators and evaluators with information to develop guidance programs and to assess the outcomes of career guidance programs.

The instrument is presented in booklet format with separate optical-scanning answer sheets available. The mean reading grade level is 7.2; the test is recommended for grades 8 through 11. The ACD is arranged into six units (subtests), two covering career-related knowledge and four covering career-related activities. Provisions are made for including up to 19 locally constructed items. Unit 1, Job Knowledge, and Unit 5, Career Planning Knowledge, were used for assessing career education program effects. These two subtests measure students' knowledge of occupational characteristics, preparation requirements, and the career planning process. Item formats are varied.

3. Self-Directed Interest Inventory (SDII)

This instrument is an adaptation of the Self-Directed Search (SDS) developed by John Holland. The SDII is based on a theory of personality types and environmental models. The personal assessment and occupational classification systems use six major scales: Realistic, Investigative, Social, Conventional, Enterprising and Artistic. The SDII measures occupations considered, activities preferred, perceived competencies, occupations of interest and self-estimates of abilities. Primary differences between the SDII and the SDS are directions to students, format of presentation and availability of machine scoring. The SDII is used with permission of Consulting Psychologists Press.

Three kinds of materials are required: an assessment booklet, an optical scanning response sheet and a classification booklet. There are five sections in the assessment booklet: Occupations Considered, Activities (six scales of eleven items each), Competencies (six scales of eleven items each), Occupations (six scales of fourteen items each), and Self Estimates (two sets of six ratings). In the first section students are asked to list those occupations which they have considered in their career planning. The Activities scales estimate how students spend their time and what their involvements are. The Competency scales require students to evaluate their competencies in a series of activities. On the Occupations scales students indicate preferences toward various occupations. The Self Estimate scales are self ratings of students' talents and traits. All scales included in the SDII correspond to the six categories in Holland's career development theory. The instrument is presented in an eight-page (8 1/2 x 5 1/2) booklet. An occupational classification booklet, The Occupations Finder, arranges 465 occupational titles according to the six personality types. Each occupational subclass is arranged according to the educational level required by the occupation. Most occupations are cross-referenced to the Dictionary of Occupational Titles.

4. Comprehensive Tests of Basic Skills (CTBS)

The Comprehensive Tests of Basic Skills are a series of test batteries produced in four overlapping levels with alternate forms (Q and R, S and T). The batteries at each level contain tests in four basic skills content areas: Reading, Language, Arithmetic, and Study Skills. Science and Social Studies tests have been added to Forms S and T. The CTBS measures student development in four process areas (following Bloom's classification schema): recognition and/or classification, translation, interpretation and analysis. Five subtests were chosen by the RBS evaluation staff for inclusion in the instrument package: Reading Comprehension, Arithmetic Concepts, Arithmetic Applications, Language Expression, and Language Mechanics. Forms Q and R of Level 4 were used for the posttest and pretest respectively.

All subtests are included in a booklet format. Separate answer sheets are available for the Reading and Arithmetic subtests. The tests are in multiple choice form with four response options.

The Reading Comprehension test contains 45 items which refer to reading passages presented in the form of articles, stories, letters, or poems. Items can be classified into the following process categories: paraphrasing ideas; identifying the main idea; perceiving relationships; drawing conclusions; making inferences; extending interpretation beyond stated information; and recognizing the author's intention.

The Arithmetic Concepts test contains 30 items based on the number system, measurement, algebra, geometry, statistics and logic. The items can be classified into the following process categories: recognition and/or application of concepts and techniques; conversion of concepts into other forms; comprehension of the interrelationships of numerical concepts; and the organization of facts in complex problems.

The Arithmetic Application test contains 20 items with emphasis upon problem solving. The items address the following process categories: comprehension of problems; selection of appropriate methods of solution; organization of facts in complex problems; and solution of problems.

The Language Mechanics test contains 25 items which measure punctuation and capitalization. The items measuring ability to punctuate are based on a letter and an article containing punctuation alternatives from which the correct one must be selected.

The Language Expression test has 30 items which measure the correctness and effectiveness of expression. The items require students to select the best words or phrases among several alternatives based on correct usage, expression of tone and mood, and economy and clarity of expression.

5. Student Opinion Survey (SOS)

This is a 23-item instrument designed to measure student opinions concerning career education programs. It includes assessments of various program elements, opinions of program benefits, and comparisons of the program with standard curricular offerings. The instrument is presented in the form of an eight-page booklet. The SOS was developed by RBS.

6. Parent Opinion Survey (POS)

This is a 15-item instrument designed to measure parent opinions on career education programs. It includes assessments of various program elements, opinions of program benefits, and comparisons of the program with standard curricular offerings. The instrument is presented in the form of a four-page booklet. The POS was developed by RBS.

7. Community Participant Opinion Survey (CPOS)

   This is a 16-item instrument designed to measure community participant opinions on career education programs. It includes assessments of various program elements, opinions of program benefits, and comparisons of the program with standard curricular offerings. The instrument is presented in the form of a four-page booklet. The CPOS was developed by RBS.

A final instrument, the Student Demographic Data Questionnaire (SDQ), was used to gather background information. The pretest and posttest packages consisted of the SDQ (pretest only), SAS, ACD, SDII, and CTBS. The SOS, POS, and CPOS were administered once at mid-year.

Hypotheses and Analyses

The hypotheses selected for study were derived from the student outcomes expected from the program. These hypotheses fall into three areas of program emphasis: career skills, basic academic skills, and life skills. The outcomes posited for evaluation purposes were as follows:

1. Career Skills
   - a. Experimental students will acquire significantly greater career knowledge than control students.
   - b. Experimental students will acquire significantly greater employability than control students.
   - c. Experimental students will acquire significantly greater abilities in identifying interests than control students.
   - d. Experimental students will acquire significantly greater understanding of work than control students.
2. Basic Academic Skills
   - a. Experimental students will acquire reading skills equal to those acquired by control students.

   - b. Experimental students will acquire writing skills equal to those acquired by control students.
   - c. Experimental students will acquire mathematics skills equal to those acquired by control students.

3. Life Skills
   - a. Experimental students will acquire significantly more positive attitudes toward learning than control students.
   - b. Experimental students will develop significantly more acceptance of self than control students.
   - c. Experimental students will develop significantly more acceptance of others than control students.

All hypotheses called for a comparative analysis of experimental vs. control group performance. Basic skills hypotheses asserted equity among groups, since the program is designed to maintain performance level in this area. Other hypotheses asserted experimental superiority, since the program is intended to accelerate growth in career and life skills. No specific hypotheses were established in the participant-perceived effects areas. The participant surveys were intended to provide program assessments by major participant groups, without comparative reference.

Each hypothesis was tested using scores from one or more of the instruments listed above. The correspondence of hypothesized variables to instrument scores was as follows:

1. Career Skills
   - a. career knowledge - ACD Job Knowledge and SAS Career Attitude Survey
   - b. employability - ACD Career Planning
   - c. identifying interests - ACD Occupational Preparation

d. understanding of work - SDII match between Primary Occupation Considered and Summary Code

2. Basic Academic Skills

   a. reading skills - CTBS Reading Comprehension

   b. writing skills - CTBS Language Mechanics and Expression

   c. mathematics skills - CTBS Arithmetic Concepts and Applications

3. Life Skills

   a. attitudes toward learning - SAS Attitudes Toward Learning Environments

   b. acceptance of self - SAS Acceptance of Self

   c. acceptance of others - SAS Acceptance of Others

All instruments were administered using optical scanning answer sheets which were processed at RBS. Summary data on individuals and groups were returned to the school districts via computer-generated profiles. Variable scores were also recruited on disk by RBS' data processing center. These variable scores served as the raw data for analyses of program outcomes.

The analysis plan first called for an assessment of the comparability of the experimental and control groups. This was to be accomplished using chi-square and "t"-test statistical procedures on the pretest characteristics of the final data sets. Where comparability was found, comparative analyses of posttest performance was considered appropriate for hypothesis testing. Where comparability could not be asserted, then statistical adjustments were considered. A final set of descriptive analyses was planned for the participant-perceived effects data.

Results

The results are presented in three sections below. First, the preliminary analyses of experimental and control group comparability are described. Then, the stated hypotheses are tested. Finally, the results of the participant-perceived effects surveys are presented.

Group Comparability Analyses. After matching the pretest and posttest data sets, the student sample sizes were as follows: HISD experimental - 47, HISD control - 32, SAISD experimental - 51, SAISD control - 47. All group comparability analyses were performed on the pretest data from these matched samples.

Three variables were selected to represent comparative demographic characteristics; they were grade level, sex, and ethnicity. For each variable in each district the experimental sample was compared with the control sample using chi-square tests. The results of these analyses are presented in tables 13, 14, and 15. For these analyses "fo" indicates the actual number of students in each category. The term "fe" represents the number of students which would be expected in that category if the overall distribution were proportional. The chi-square (x^2) tests the statistical significance of the difference between "fe" and "fo." With regard to these three variables students were found to be distributed as would be expected, and no significant chi-square statistics were evident. The SAISD experimental group tended to have proportionally more seniors and fewer juniors than the control group, but not significantly so. Overall, the demographic analyses were interpreted as supporting group comparability.

Table 13

Group Comparability on Grade Level

Grade / Group	11			12			Total fo
	fo	fe	x^2	fo	fe	x^2	
Experimental	17	22.4	1.3	31	25.6	1.1	48
SAISD Control	26	20.6	2.2	18	23.4	1.3	44
Total	43		3.5	49		2.4	92
Experimental	9	9.6	0.1	37	36.4	0.0	46
HISD Control	7	6.4	0.1	24	24.6	0.0	31
Total	16		0.1	61		0.0	77

fo = the observed number of cases per cell
fe = the expected number of cases based on total proportions
x^2 = chi-square value
$p < .05$ at $df = 1$ when $x^2 \geq 3.84$

Total - Sample sizes were slightly decreased by non-respondents.

Table 14

Group Comparability on Sex

Sex / Group	Male			Female			Total fo
	fo	fe	x^2	fo	fe	x^2	
Experimental	22	22.2	0.0	28	27.8	0.0	50
SAISD Control	21	20.8	0.0	26	26.2	0.0	47
Total	43		0.0	54		0.0	97
Experimental	20	18.1	0.2	25	26.9	0.1	45
HISD Control	11	12.9	0.2	21	19.1	0.2	32
Total	31		0.4	46		0.3	77

fo = the observed number of cases per cell
fe = the expected number of cases based on total proportions
x^2 = chi-square value
$p < .05$ at $df = 1$ when $x^2 \geq 3.84$

Total - Sample sizes were slightly decreased by non-respondents.

Table 15

Group Comparability on Ethnicity

Ethnicity / Group		Other			American Indian			Black			Hispanic			White			Total fo
		fo	fe	x^2	fo	fe	x^2	fo	fe	x^2	fo	fe	x^2	fo	fe	x^2	
	Experimental	5	3.1	1.2	1	1.0	0.0	9	8.3	0.1	32	32.8	0.0	4	5.7	0.5	51
SAISD	Control	1	2.9	1.2	1	1.0	0.0	7	7.7	0.1	31	30.2	0.0	7	5.3	0.9	47
	Total	8		2.4	2		0.0	16		0.2	63		0.0	11		1.4	98
	Experimental	3	2.4	0.2	0	0.0	0.0	0	0.0	0.0	31	32.7	0.1	13	11.9	0.0	47
HISD	Control	1	1.6	0.2	0	0.0	0.0	0	0.0	0.0	24	22.3	0.0	7	8.1	0.1	32
	Total	4		0.4	0		0.0	0		0.0	55		0.1	20		0.1	79

fo = the observed number of cases per cell
fe = the expected number of cases based on total proportions
x^2 = chi-square value
$p < .05$ at df = 1 when $x^2 \geq 3.84$

Two variables were selected to represent vocational background and aspirations; they were father's occupation and student's immediate occupational plans. Again, for each variable category within each district a chi-square test was performed comparing the experimental and control groups. The results are presented in Tables 16 and 17. Of the 20 tests run (one for each category cell) four were significant. HISD experimental fathers were significantly more likely to be in the executive category and less likely to be in skilled labor than the control group fathers. HISD student plans were less likely than control student plans to be in the clerical sales area. The last difference, in the "other" category is not interpretable. These few differences do not indicate an overall pattern, and it was concluded that the experimental and control groups were also generally comparable on these dimensions.

The next task was to compare the groups on variables which were to be used as outcome measures. This involved scores in career skills, basic skills, and life skills as measured by the ACD, SDII, SAS, and CTBS. Since most of these scores were continuous (within a sequential range) rather than categorical (within unordered categories), "t"-tests were run on the pretest levels between experimental and control groups. This analysis tests the statistical significance of the difference between group means. In one case, the SDII, chi-square tests were again appropriate.

Tables 18 and 19 present the results for career skills variables. No significant differences were found regarding Attitude Toward Careers (SAS). Only one difference among ACD variables was found, with the

Table 16

Group Comparability on Father's Occupation

Occupation / Group	Executive			Clerical-Sales			Skilled			Unskilled			Unemployed			Other			Total fo
	fo	fe	x^2	fo	fe	x^2	fo	fe	x^2	fo	fe	x^2	fo	fe	x^2	fo	fe	x^2	
Experimental	11	11.4	0.0	3	2.1	0.4	17	20.8	0.5	2	2.1	0.4	3	2.6	0.1	15	12.0	0.8	51
SAISD Control	11	10.6	0.0	1		0.4	23	19.2	1.0	2	1.9	0.1	2	2.4	0.0	8	11.0	0.5	47
Total	22		0.0	4		0.8	40		1.5	4		0.5	5		0.1	23		1.3	98
Experimental	17	11.9	2.2	20	17.3	0.4	9	20.8	2.0	1	0.6	0.3	0	0.6	0.6	0	2.4	2.4	47
HISD Control	3	8.1	3.2	9	11.7	0.4	15	19.2	5.4	0	0.4	0.4	1	0.4	0.9	4	1.6	3.6	32
Total	20		5.4*	29		0.8	24		7.4*	1		0.7	1		1.5	4		6.0*	79

fo = the observed number of cases per cell
fe = the expected number of cases based on total proportions
x^2 = chi-square value
*$p < .05$ at df = 1 when $x^2 \geq 3.84$

Table 17

Group Comparability on Students' Immediate Occupational Plans

Group	Occupation	Executive			Clerical-Sales			Skilled			Unskilled			Unemployed			Other			Total fo
		fo	fe	x^2	fo	fe	x^2	fo	fe	x^2	fo	fe	x^2	fo	fe	x^2	fo	fe	x^2	
	Experimental	22	23.9	0.2	11	10.4	0.0	5	7.3	0.7	3	2.6	0.0	0	0.0	0.0	10	6.8	1.5	51
SAISD	Control	24	22.1	0.2	9	9.6	0.0	9	6.7	0.8	2	2.4	0.0	0	0.0	0.0	3	6.2	1.7	47
	Total	46		0.4	20		0.0	14		1.5	5		0.0	0		0.0	13		3.2	98
	Experimental	12	15.5	0.8	2	6.3	3.1	24	19.0	1.3	3	1.8	0.8	1	1.2	0.0	5	3.0	0.6	47
HISD	Control	14	10.5	1.2	9	4.5	4.5	8	13.0	1.9	2	1.2	1.2	1	0.8	0.0	0	2.0	1.0	32
	Total	26		2.0	11		7.6*	32		3.2	5		2.0	2		0.0	5		1.6	79

fo = the observed number of cases per cell
fe = the expected number of cases based on total proportions
x^2 = chi-square value
*$p < .05$ at $df = 1$ when $x^2 \geq 3.84$

Table 18

Group Pretest Comparability on Career Skills

Skill \ Group	HISD Experimental Mean	HISD Control Mean	HISD t Value	SAISD Experimental Mean	SAISD Control Mean	SAISD t Value
Attitude Toward Careers	3.79	3.86	0.69	3.88	3.81	0.70
Job Knowledge	33.47	33.15	0.19	33.68	35.59	1.02
Occupational Preparation	11.32	11.52	0.33	9.96	11.39	2.51*
Career Planning	23.62	21.52	1.73*	24.38	24.72	0.31

* $p < .05$ at df > 30 when "t" ≥ 1.96

Table 19

Group Pretest Comparability on SDII Match Between Primary Occupation Considered and Summary Code

Group		Matches fo	Matches fe	Matches x^2	Non-Matches fo	Non-Matches fe	Non-Matches x^2	Total fo
SAISD	Experimental	19	15.9	0.6	32	35.1	0.3	51
	Control	9	12.1	0.8	30	26.9	0.4	39
	Total	28		1.4	62		0.7	90
HISD	Experimental	19	14.8	1.2	28	32.2	0.6	47
	Control	3	7.2	2.5	20	15.8	1.1	23
	Total	22		3.7	48		1.7	70

* $p < .05$ at df = 1 when $x^2 \geq 3.84$

SAISD control group significantly outperforming the experimental group. The final tests compared groups on the numbers of SDII matches between primary occupation considered and summary code. This measure of work understanding assesses a freely selected occupational choice (primary occupation considered) in terms of the overall SDII score (summary code). Resulting matches are interpreted as evidence of understanding of work. The chi-square tests yielded no significant pretest differences.

Table 20 presents the results for basic skills. Each administered CTBS subtest was analyzed. No significant differences were found for SAISD. HISD showed a different pattern. On two of the five subtests the control group significantly outperformed the experimental sample.

Table 21 presents the results for life skills. The scales from the SAS were used in these analyses. The "t"-tests performed indicated no significant differences between the SAISD or the HISD groups.

Overall, the experimental and control groups in both districts were found to be very comparable in terms of demographic background. No consistent significant differences were found on these variables. Groups were further compared on career skills, basic skills, and life skills. On these measures the experimental and control groups were also found to be generally comparable. However, a few differences in favor of the control groups were found; these were accommodated in the hypothesis testing procedures.

Table 20

Group Pretest Comparability on Basic Skills

Group / Skill	HISD Experimental Mean	HISD Control Mean	HISD t Value	SAISD Experimental Mean	SAISD Control Mean	SAISD t Value
Reading Comprehension	52.8 (7.7)	51.4 (7.2)	0.75	55.7 (8.6)	54.2 (8.6)	0.70
Arithmetic Concepts	49.2 (7.1)	53.0 (8.3)	1.98*	53.0 (9.9)	56.8 (9.7)	0.82
Arithmetic Applications	53.7 (8.1)	50.8 (7.3)	1.44	53.3 (8.0)	50.4 (7.4)	1.37
Language Mechanics	50.8 (7.0)	55.8 (8.7)	2.94*	54.3 (8.2)	53.5 (8.2)	0.34
Language Expression	52.7 (7.3)	53.1 (7.5)	0.31	55.9 (8.6)	54.1 (8.4)	0.80

Scores are expressed as follows: XXX = Scale Scores
(X.X) = Grade Equivalent

* $p < .05$ at df > 30 when + ≥ 1.96

Table 21

Group Pretest Comparability on Life Skills

Group / Skill	HISD Experimental Mean	HISD Control Mean	HISD t Value	SAISD Experimental Mean	SAISD Control Mean	SAISD t Value
Attitude Toward Learning Environments	3.51	3.60	0.63	3.61	3.52	0.85
Attitude Toward Self	3.46	3.68	1.67	3.83	3.78	0.48
Attitude Toward Others	3.51	3.65	0.96	3.74	3.66	0.71

* $p < .05$ at df > 30 when + ≥ 1.96

Since the groups were demonstrated to be comparable on most pretest measures, it was decided to test the outcome hypotheses using "t" tests for independent samples on the posttest performance levels between groups. This was seen as the most direct and interpretable analysis available. In the few cases where pretest differences were found, it was decided to use analysis of covariance procedures, since the extent of pretest differences between groups was not extensive and did not suggest systematic bias. Posttest scores were used as the criterion measure with pretest scores as the covariate. This procedure adjusts the posttest scores to account for pretest differences.

Hypothesis Testing. Each of the 10 hypotheses listed above was statistically tested using the posttest scores, experimental vs. control, from the various measurement instruments included in the outcome evaluation. The results are discussed by major outcome areas: career skills, basic skills, and life skills.

The career skills results are summarized in Table 22. The hypotheses posited superior experimental group performance in career knowledge, employability, identifying interests, and understanding work. Scores from the SAS, ACD, and SDII were analyzed using "t" tests where pretest differences were not significant, analyses of covariance where pretest differences were significant, and chi-square tests for categorical variables. Of the 10 statistical tests performed for the two school districts, none supported the hypothesized superiority of the EBCE experimental group.

Table 22

Career Skills Hypothesis Testing

SAISD

Statistic Measure	Experimental Posttest Mean	Control Posttest Mean	Test Used	Result
Career Knowledge				
ACD Job Knowledge	32.84	36.59	"t"	2.04*
SAS Career Attitude	3.83	3.84	"t"	0.10
Employability				
ACD Career Planning	23.98	24.41	"t"	0.42
Identifying Interests				
ACD Occupational Preparation	23.90	24.41	F	2.09
Understanding Work				
SDII Matches/Non-Matches	23/28	19/20	x^2	0.10

HISD

Statistic Measure	Experimental Posttest Mean	Control Posttest Mean	Test Used	Result
Career Knowledge				
ACD Job Knowledge	32.91	32.22	"t"	0.33
SAS Career Attitude	3.97	3.94	"t"	0.28
Employability				
ACD Career Planning	23.34	21.38	"t"	1.31
Identifying Interests				
ACD Occupational Preparation	10.45	10.70	"t"	0.33
Understanding Work				
SDII Matches/Non Matches	24/23	9/14	x^2	0.90

* $p < .05$ at df > 30 when "t" $\geq$ 1.96, or at df = 1 when $x^2 \geq 3.84$, or at df = 1,80 when F $\geq$ 3.96

"t" = value derived from "t" test for independent samples

F = value derived from analysis of covariance with posttest as criterion and pretest as covariate

x^2 = value derived from chi-square test of proportionality

The basic skills results are presented in Table 23. These hypotheses posited equivalent performance of the experimental and control groups in reading, writing, and mathematics. Scores from various CTBS subtests were analyzed using "t" tests where pretest differences were not significant and analyses of covariance where pretest differences were significant. In one district all hypotheses were supported, but in the other district four of the five CTBS subtests showed control group superiority.

The life skills results appear in Table 24. The hypotheses posited superior experimental group performance in learning attitudes, acceptance of self, and acceptance of others. Scores from the SAS were analyzed using "t" tests for independent samples. Of the six statistical tests performed, only one supported the hypothesized EBCE superiority.

Participant-Perceived Effects. These effects were measured by the Student, Parent, and Community Participant Opinion Surveys. The results indicate participants' feelings about the EBCE program content, conduct, and value. Scores are calculated on a scale from 1.00 - unfavorable to 5.00 - favorable. The interpretation of absolute scores is somewhat imprecise because the value of scale points varies naturally from locale to locale. Comparing the ratings on various questions from the same school provides a more accurate representation of findings.

Tables 25 and 26 present the results for students for both HISD and SAISD respectively. As can be seen, the results suggested favorable opinions overall. Rated most highly at both HISD and SAISD were opportunities for learning about occupations; enjoyment of the program;

Table 23

Basic Skills Hypothesis Testing

HISD

Statistic Measure	Experimental Posttest Mean	Control Posttest Mean	Test Used	Result
Reading				
CTBS Reading Comprehension	516	508	"t"	0.45
Writing				
CTBS Language Mechanics	531	549	F	0.73
CTBS Language Expression	508	520	"t"	0.48
Mathematics				
CTBS Arithmetic Concepts	516	526	F	0.57
CTBS Arithmetic Applications	515	483	"t"	1.08

SAISD

Statistic Measure	Experimental Posttest Mean	Control Posttest Mean	Test Used	Result
Reading				
CTBS Reading Comprehension	514	577	"t"	3.20*
Writing				
CTBS Language Mechanics	507	598	"t"	5.17**
CTBS Language Expression	542	567	"t"	1.36
Mathematics				
CTBS Arithmetic Concepts	566	601	"t"	2.01*
CTBS Arithmetic Applications	529	564	"t"	2.08*

* $p < .05$ at df > 30 when "t" $\geq$ 1.96, or at df 1.80 when F $\geq$ 3.96

"t" = value derived from "t" test for independent samples

F = value derived from analysis of covariance with posttest as criterion and pretest as covariate

Table 24

Life Skills Hypothesis Testing

SAISD

Statistic / Measure	Experimental Posttest Mean	Control Posttest Mean	Test Used	Result
SAS Attitudes Toward Learning Environments	3.74	3.56	"t"	1.70
SAS Acceptance of Self	3.84	3.77	"t"	0.61
SAS Acceptance of Others	3.54	3.56	"t"	0.14

HISD

Statistic / Measure	Experimental Posttest Mean	Control Posttest Mean	Test Used	Result
SAS Attitudes Toward Learning Environments	4.06	3.69	"t"	2.91*
SAS Acceptance of Self	3.66	3.78	"t"	0.91
SAS Acceptance of Others	3.63	3.73	"t"	0.69

* $p < .05$ at df > 30 when "t" $\geq$ 1.96

"t" = value derived from "t" test for independent samples

Table 25

Student Opinion Survey Results - HISD

Question	Average Response	Rank	Number of Negative Responses
Through your experiences in the Career Education Program have you learned a lot about opportunities for the future?	4.72	1	0
In comparison with regular school programs, how much opportunity has the Career Education Program provided to you for learning about occupations?	4.68	2	0
Have you enjoyed participating in the Career Education Program?	4.58	3	0
Would you say the Career Education Program has helped you to form career plans?	4.58	4	0
In general, at community resource sites have you been able to do things, rather than just listen?	4.56	5	1
In general, have you felt welcome at the community resource sites?	4.53	6	0
How would you rate the general quality of the Career Education Program community resources that you've worked with?	4.52	7	0
How would you rate the general quality of the Career Education Program staff?	4.48	8	0
How would you rate the personal counseling available in the Career Education Program?	4.45	9	0
Do you get enough information about how well you are doing in the program?	4.42	10	1
In the Career Education Program have you felt that you could progress at your own rate?	4.42	11	0
How would you rate the overall quality of the Career Education Program activities?	4.39	12	1
Would you say that you've learned a lot while attending the Career Education Program?	4.37	13	0
Have the activities available in the Career Education Program been interesting to you?	4.37	14	1
In general, have community resource personnel involved in the Career Education Program been aware of your needs and interests?	4.37	15	0
How well organized and coordinated do you think the Career Education Program has been?	4.36	16	1
If you had it to do over again, do you think you would decide to participate in the Career Education Program?	4.33	17	3
In comparison with past experiences in regular school programs, how motivated have you been to learn in the Career Education Program?	4.30	18	1
Have you had enough choice in selecting the kinds of community resource sites you visit?	4.26	19	2
In comparison with regular school programs, how much opportunity has the Career Education Program provided for your general learning?	4.11	20	1

Average response can range from a low of 1.0 to a high of 5.0.

Rank is determined by average response.

Negative responses are those that are 1 or 2.

Table 26

Student Opinion Survey Results - SAISD

Question	Average Response	Rank	Number of Negative Responses
In comparison with regular school programs, how much opportunity has the Career Education Program provided to you for learning abo occupations?	4.51	1	1
Have you enjoyed participating in the Career Education Program?	4.46	2	0
In general, have you felt welcome at the community resource sites?	4.37	3	1
In the Career Education Program have you felt that you could progress at your own rate?	4.31	4	1
Through your experiences in the Career Education Program have you learned a lot about opportunities for the future?	4.31	5	2
In general, at community resource sites have you been able to do things, rather than just listen?	4.29	6	3
Would you say the Career Education Program has helped you to form career plans?	4.27	7	1
How well organized and coordinated do you think the Career Education Program has been?	4.20	8	6
How would you rate the general quality of the Career Education Program staff?	4.17	9	3
How would you rate the general quality of the Career Education Program community resources that you've worked with?	4.17	10	4
Would you say that you've learned a lot while attending the Career Education Program?	4.08	11	1
Have the activities available in the Career Education Program been interesting to you?	4.08	12	2
How would you rate the personal counseling available in the Career Education Program?	4.06	13	7
In comparison with past experiences in regular school programs, how motivated have you been to learn in the Career Education Program?	4.04	14	1
How would you rate the overall quality of the Career Education Program activities?	4.02	15	3
If you had it to do over again, do you think you would decide to participate in the Career Education Program?	4.00	16	3
In comparison with regular school programs, how much opportunity has the Career Education Program provided for your general learning?	3.94	17	5
In general, have community resource personnel involved in the Career Education Program been aware of your needs and interests?	3.88	18	7
Do you get enough information about how well you are doing in the program?	3.81	19	4
Have you had enough choice in selecting the kinds of community resource sites you visit?	3.54	20	11

Average response can range from a low of 1.0 to a high of 5.0.

Rank is determined by average response.

Negative responses are those that are 1 or 2.

learning about opportunities for the future; feeling welcome at community resource sites; help in forming career plans; and ability to do things, rather than just listening to the staff at community resource sites. Opportunity to provide for general learning and having had enough choice in selecting the kinds of community resource sites received a somewhat less favorable rating at HISD, as did choice in selecting kinds of site visits and getting enough information on progress at SAISD.

Parent Survey Results are shown on Table 27 for HISD and Table 28 for SAISD. Again, the ratings were generally very high. Student enjoyment of the program and opportunities for learning about occupations were also judged by parents to be strong program qualities, and information received about student progress was rated less favorably at both HISD and SAISD. Also less highly rated was overall quality of program activities at Harlandale and program coordination at San Antonio.

Tables 29 and 30 present the community site results. Most highly rated by HISD sites were recommending that other organizations or individuals become involved in the program, help in forming career plans and students gaining from their experience in the Career Education Program. SAISD sites most highly rated the quality of the program staff and opportunity for students' learning about occupations. Student motivation and program organization and coordination were less highly rated by HISD sites, as were the organization's gains and program impact on the organization at SAISD.

Table 27

Parent Opinion Survey Results - HISD

Question	Rank	Average Response	Number of Negative Responses
Do you think your child has enjoyed participating in the Career Education Program?	1	4.60	0
In comparison with regular school programs, how much opportunity has the Career Education Program provided your child for learning about occupations?	2	4.57	0
Would you say the Career Education Program has helped your child to form career plans?	3	4.40	0
In comparison with past experiences in regular school programs, how motivated to learn has your child been in the Career Education Program?	4	4.36	0
If you had to do it over again, would you want to have your child participate in the Career Education Program?	5	4.33	0
How would you rate the general quality of the Career Education Program community resources your child has been involved in?	6	4.33	0
Would you say your child has learned a lot while attending the Career Education Program?	7	4.31	0
In comparison with regular school programs, how much opportunity has the Career Education Program provided for your child's general learning?	8	4.26	2
How well organized and coordinated do you think the Career Education Program has been?	9	4.21	1
How would you rate the general quality of the Career Education Program staff?	10	4.19	3
How would you rate the personal counseling available in the Career Education Program?	11	4.14	3
How would you rate the overall quality of the Career Education Program activities?	12	4.07	3
Have you received enough information about your child's progress in the Career Education Program?	13	3.93	5

Average Response can range from a low of 1.0 to a high of 5.0.

Rank is determined by average response.

Negative responses are those that are 1 or 2.

Table 28

Parent Opinion Survey Results - SAISD

Question	Rank	Average Response	Number of Negative Responses
Do you think your child has enjoyed participating in the Career Education Program?	1	4.52	0
In comparison with regular school programs, how much opportunity has the Career Education Program provided your child for learning about occupations?	2	4.42	1
In comparison with past experiences in regular school programs, how motivated to learn has your child been in the Career Education Program?	3	4.24	1
How would you rate the general quality of the Career Education Program community resources your child has been involved in?	4	4.23	1
Would you say the Career Education Program has helped your child to form career plans?	5	4.20	2
If you had to do it over again, would you want to have your child participate in the Career Education Program?	6	4.13	2
How would you rate the general quality of the Career Education Program staff?	7	4.08	3
How would you rate the personal counseling available in the Career Education Program?	7	4.08	2
In comparison with regular school programs, how much opportunity has the Career Education Program provided for your child's general learning?	7	4.08	2
Would you say that your child has learned a lot while attending the Career Education Program?	10	4.04	2
How would you rate the overall quality of the Career Education Program activities?	10	4.04	3
How well organized and coordinated do you think the Career Education Program has been?	12	3.90	5
Have you received enough information about your child's progress in the Career Education Program?	13	3.83	6

Average Response can range from a low of 1.0 to a high of 5.0.

Rank is determined by average response.

Negative responses are those that are 1 or 2.

Table 29

Community Participant Opinion Survey Results - HISD

Question	Rank	Average Response	Number of Negative Responses
Would you recommend to other organizations or individuals that they become involved in a Career Education Program?	1	4.61	0
Would you say the Career Education Program helps students to form career plans?	2	4.55	0
Do you think that students generally gain from their experiences in the Career Education Program?	2	4.55	0
In comparison with regular school programs, how much opportunity does the Career Education Program provide for students general learning?	4	4.45	0
Do you think students enjoy participating in the Career Education Program?	5	4.39	0
On the whole, would you say that your organization gains by participating in the Career Education Program?	6	4.33	0
How would you rate the general quality of the Career Education Program staff with whom you've had contact?	7	4.30	0
Does your organization plan to continue its involvement with the Career Education Program?	8	4.16	0
Would you say that students learn a lot while attending the Career Education Program?	9	4.09	0
How would you rate the impact of the Career Education Program on your organization?	10	4.00	1
In comparison with regular school programs, how much opportunity does the Career Education Program provide for students' general learning?	12	3.88	1
In comparison with regular school programs, how motivated to learn do you think students are in the Career Education Program?	12	3.88	4
How well organized and coordinated do you think the Career Education Program has been?	11	3.94	1

Average Response can range from a low of 1.0 to a high of 5.0

Rank is determined by average response.

Negative responses are those that are 1 or 2.

Table 30

Community Participant Opinion Survey Results - SAISD

Question	Rank	Average Response	Number of Negative Responses
How would you rate the general quality of the Career Education Program staff with whom you've had contact?	1	4.73	1
In comparison with regular school programs, how much opportunity does the Career Education Program provide students for learning about occupations?	2	4.70	0
Do you think students enjoy participating in the Career Education Program?	3	4.61	0
Would you say the Career Education Program helps students to form career plans?	4	4.59	1
Would you recommend to other organizations or individuals that they become involved in a Career Education Program?	5	4.52	1
In comparison with regular school programs, how motivated to learn do you think students are in the Career Education Program?	6	4.49	1
Would you say that students learn a lot while attending the Career Education Program?	7	4.45	1
In comparison with regular school programs, how much opportunity does the Career Education Program provide for students general learning?	7	4.45	1
Do you think that students generally gain from their experiences in the Career Education Program?	9	4.43	1
Does your organization plan to continue its involvement with the Career Education Program?	10	4.36	0
How well organized and coordinated do you think the Career Education Program has been?	11	4.34	3
On the whole, would you say that your organization gains by participation in the Career Education Program?	12	4.27	3
How would you rate the impact of the Career Education Program on your organization?	13	4.16	2

Average response can range from a low of 1.0 to a high of 5.0.

Rank is determined by average response.

Negative responses are those that are 1 or 2.

Conclusions

Any conclusion which may be drawn from the outcome evaluation are affected by the unknown equivalence of experimental and control groups and the short time between pretest and posttest. It was not possible during any of the three program years to maintain a true experimental design: experimental and control groups randomly selected from a common applicant pool. In the current year all SAISD control students had opted out of the program and HISD controls were friends of the experimental students. Given this practical reality, every attempt was made to ensure some reasonable comparability through reducing testing absence and equating statistically. However, it must be recognized that there can be no real remedy, and the groups compared in this evaluation may have differed on dimensions which had more effect on the test results than the treatment condition - being in the experimental or control group.

Also, due to the group recruiting problems, pretesting could not be completed until December, 1978. Posttesting took place in May, 1979. This testing schedule could have had two undesirable effects. First, many experimental students were pretested after having significant exposure to the EBCE program. The pretest may thus not be a good indication of performance prior to treatment; treatment effects may have already occurred. Second, the time interval between testing points was brief, thus not allowing much room for growth.

These factors represent significant limitations in the outcome evaluation. Accordingly, the results must be interpreted cautiously and conservatively.

The outcome evaluation tested experimental vs. control group performance on career skills, basic skills, and life skills measures. The career skills results offered no support for EBCE program efficacy in this area. The basic skills results in one school confirmed the equivalence of the experimental and control group performance, but in the other school the control group was generally superior. The findings here were thus mixed. In life skills no consistent superior performance on the part of EBCE students was in evidence. Overall, these results suggested that the EBCE vs. high school curriculum does not significantly effect performance on the measures used in this evaluation. The experimental and control groups performed at about the same level on the pretests and the posttests. It should be emphasized that these findings must be interpreted in light of the limitations described above.

The final outcome evaluation element involved survey feedback from the students, parents, and employers participating in the San Antonio EBCE program. Each of these participant groups rated the program very highly in terms of its content, conduct, and impact.

Required Program Features

This section of the report presents the program requirements for the San Antonio EBCE implementation and briefly describes how each was met. The requirements are drawn from the San Antonio program plan (Reprinted October 14, 1976, and the USOE specifications (Federal Register, Vol. 40, No. 220, p. 52962-52965). Most of the commentary summarizes information presented in other sections of the report. This section is intended to concisely depict the degree to which formal program objectives have been met.

Program Plan

The program plan lists three major project objectives for the first year demonstration. Each is discussed below.

Continue the operation of an EBCE program for the 1978-1979 school year, providing 120 students in two school districts with EBCE benefits as specified under the Project Approach. The process evaluation demonstrated that this objective was largely met. The student groups numbering 108, 60 from one district and 48 from the other, participated in the program for the year. Students completed most of the program requirements and activities, thus experiencing the intended benefits. Some problems were encountered in completing the learning level project requirements at one district.

Establish ancillary relationships and operationalize third party evaluation. This was accomplished with Research for Better Schools continuing to serve as the third party evaluator. RBS has experience in career education program development and evaluation.

Facilitate dissemination of the EBCE program. ESC-20 has been very active in EBCE dissemination. The Project Director has made presentations on the program at a state-wide meeting of curriculum directors and other conferences. Presentations were prepared for the Region 20 Secondary Principals Conference, involving 50 school districts and the Texas Vocational Guidance Workshop. Representatives of four regional service centers and numerous school districts have visited the project. San Antonio was also the site of the 1979 national EBCE conference. A structured site visit was developed and offered at SAISD for conference participants. Representatives of over 25 school districts and other education agencies visited the SAISD site. During the past summer ESC-20 organized and conducted three awareness sessions for local school districts regarding the EBCE models. According to the Texas Education Agency, 11 school districts in Texas are now operating EBCE programs. These adoptions are at least partially an effect of the ESC-20 dissemination activities.

USOE Significant Program Elements

The Federal Register indicates three "significant elements" to be included in projects intending to demonstrate the EBCE model. Each of these is described below.

It represents a comprehensive alternative to regular high school, offering courses which either fulfill or supplement all requirements for graduation. The San Antonio program admitted juniors and seniors during the third year, thus supplementing graduation requirements. The Texas Education Agency approved the granting of credit, which was awarded for three academic quarters in the program. In addition to offering EBCE activities in career, basic, and life skills, the program allows students to take courses in their sending schools, from tutors, and with other area educational institutions. There are also textbooks, reference books, individualized learning programs, and other materials available in the Learning Centers. The program thus provides comprehensive opportunities through an alternative school structure.

It is experientially oriented in that students are permitted to perform non-paid work tasks as well as to observe adults in their work environment. It entails the opportunity for exposure to more than one community site, and requires learning more than one type of work-related skill. The activities in the work place are organized to yield academic, career, and interpersonal skills, as well as occupational skills. The process evaluation demonstrated that the program was experientially oriented, with students spending approximately 15 hours a week at community sites. Most students visited at least nine sites on awareness visits, six sites for career explorations, and two sites for learning level projects. All student experience was on a non-paid basis. The activities in the work place tended to promote a variety of skills and to provide exposure to a variety of careers.

It possesses an organizational structure made up of school and community representatives whose sole purpose is to render advisory, policy making, or operational assistance to the program. In planning the San Antonio program, awareness building presentations were made to PTA groups, civic clubs, school assemblies, and church groups. School staff members were also invited to the initial training session conducted by NWREL. There has thus been a sharing of information with school and community representatives. An advisory committee was constituted to serve the EBCE project, but the committee never assumed an active role.

USOE Required Program Features

A systematic plan [is required] to eliminate existing sex bias and sex-role stereotyping and to avoid introducing these elements into the activities undertaken with respect to the demonstration project. The proposed plan included the creation of advisory committees in each school district to review activities related to the avoidance of sex-role stereotyping. The activities included staff training, learning resources acquisition, student placement, and student counseling. The committees were constituted but not activated in time to serve this purpose. Accordingly, the evaluator conducted the planned reviews and found project activities in compliance with the intent to avoid sex-role stereotyping.

A third party objective evaluation [is required] the design of which should attempt to measure student outcomes against stated objectives of the project as well as gather such process and treatment information as will show reason why the project was or was not successful in achieving the desired outcomes for the designated population of student participants. RBS designed and implemented a comprehensive process and outcome evaluation which successfully met this requirement.

A strong emphasis on sex-fair guidance, counseling, placement, and follow-up services [is required]. Project staff were given advice and suggestions in these regards by the NWREL trainer, a Texas SEA consultant, and the RBS evaluator. Staff training sessions were offered by expert consultants. The project appears to meet the objective but could be strengthened by a formal plan for these sex-fair services.

Recommendations

In previous years the primary function of preparing recommendations derived from the evaluation was to assist in program refinement for future years. As the presently reported year was the last one in the VEAD funding cycle, this year's recommendations have a slightly different function. First, it was undertaken to prepare recommended content and format for the final project records. These records were viewed as an important representation of the three-year ESC-20 EBCE project. Second, since one of the districts planned to continue the EBCE program, under local funding, it was considered appropriate to prepare programmatic recommendations for continuation at that site.

Project Records

In order to satisfy VEA funding requirements, it is necessary to demonstrate that program performance has fulfilled the program standards established by NWREL and ESC-20. In addition, it is necessary that the relationship of program activities to academic credit awarded be established. Records from project operations can satisfy both these requirements.

In order to make recommendations in this area, existing records and materials at both HISD and SAISD were reviewed. Record procedures were found to be somewhat different in the two districts. For example, at HISD each staff member supervised all students for particular program elements. These differences called for slightly different recommendations in relation to records.

It was determined during the review that additional documentation was needed to demonstrate the rationale for conversion of program activities to academic credit. A form was devised and given to project staff at both HISD and SAISD to complete for each academic area in which credit was awarded. The information sheet for this purpose appears in the appendix.

The recommended records content is as follows:

Harlandale (HISD)

Project Description

- Student lists by year
- Community site lists by year, with any descriptive information sheets
- Learning resources lists, catalogues, or card files
- Evaluation reports
- All student application forms by year for those students not selected
- RBS Student Profiles
- Credit conversion information sheets

Participating Student Records, alphabetical, by year

- Initial transcript from sending school
- Quarter Master Summary Sheet(s)
- Requirements Completion Forms
- Zone Debriefing Forms
- Final transcript from sending school
- Student Application and Parent Permission Forms
- Student Transportation Agreement

Sample Student Products, 20% of students by year distributed evenly over staff member caseloads; all names should be removed

- EBCE Student Profile
- EBCE Student Questionnaire
- Career Exploration Packets, with weekly time slips and site information forms

San Antonio (SAISD)

Project Description

- Student lists by year
- Community site lists by year, with any descriptive information sheets
- Learning resources lists, catalogues or card files
- Evaluation reports
- All student application forms, by year for those students not selected
- RBS Student Profiles
- Credit conversion information sheets

Participating Student Records, alphabetical, by year

- Initial transcript from sending school
- Transcript evaluation forms
- Student Progress Forms and Competency Certification Forms
- Final transcript from sending school
- Student Application and Parent Permission Forms
- Student Transportation Agreement
- Acknowledgement of EBCE Policies

Sample Student Products, 20% of students by year; all names should be removed

- Career Exploration Packets
- Life Skills and Learning Level Packets
- Competency materials and certification

The recommendations for permanent records call for division of these records into three sets: Project Description, Participating Student Records, and Sample Student Products.

The project description records provides overall information about the project's organization and major elements. The student progress records comprehensively document the activities and accomplishments of all students while in the EBCE program. The final set of records includes sample reports and other materials generated by students. These show the general quality of student work and experiences in the program.

Program Continuation

Each major area of program activities was reviewed and considered in terms of refinement for continuation of the program next year under local funding. Recommendations were not prepared for the HISD program since that district had elected to not provide local support. The intention of SAISD to change the program from a full-time curriculum to a part-time experience complementing regular school courses prompted the addition of scheduling as a topic of concern. A discussion of program activities and scheduling follows.

Career Exploration. The evaluation review indicated that several steps in the Career Exploration process, as prescribed by the NWREL model, have been dropped from practice. The Exploration Packets often have incomplete sections. Also, staff evaluation comments often are not focused on career development, but rather are very general and redundant with student and employer comments.

It is recommended that either the existing Exploration Packet format be fully implemented or a new packet be constructed to include only content of high priority to the staff. Staff evaluations don't appear to add much information and probably should be eliminated unless they can be made meaningful. A possibility regarding the staff evaluations would be to structure them as a product of a debriefing session with the student after the exploration.

Learning Level Projects. The Learning Level Projects have been conducted in close approximation to the specifications of the NWREL model. One suggestion would be to encourage students and staff to do more prestructuring of the information and experiences which are expected from the project. The prestructuring should be based on the student's progress and problems in career planning. Similarly, the project reports could be more complete and more reflective of the career planning process.

Life Skills Projects. The life skills project concept and model specifications are relatively sophisticated and demand a fairly high level of academic functioning on the part of students. The concept of "blending" discipline objectives is complex. The procedural notion of students designing and managing their work requires a level of independence and motivation which is not predominant in many secondary schools. There also may be a priority conflict between working on "problem-centered" projects and using projects to provide coverage of more "basic" skills.

The qualifications above may serve to introduce the assertion that projects as construed by NWREL may not be uniformly appropriate for populations such as San Antonio EBCE students. The range of abilities and needs is wide, with more emphasis at the "basic" end of the scale. Accordingly, it is recommended that life skills projects be revised in concept and procedure to be consistent with the characteristics of the students. In many cases this has been done *de facto*; this should be recognized and built upon. The projects should be structured so that the objectives and procedures are realistic and useful. Project content should be selected to cover student needs in basic skills, coursework which has been missed, and the transition to adulthood.

Competencies. The Competencies appeared to be well designed and executed by the San Antonio staff. The inclusion of before and after measures is beneficial, as it makes progress evident to students and staff. The competencies should be continued. One recommendation is made: competency areas should be reviewed for local relevance. It is likely that all of the NWREL areas will be retained, but additional competencies may be judged worthwhile. For example, in San Antonio a minimum level of bi-lingual competence is needed; competence in using the public transportation system may also be seen as important.

Student Journals. This activity has not been implemented with any consistency. There have been long periods of time when no journals have been submitted by students. Even when journals have been undertaken, they have usually lacked substance. However, because of their potential value in fostering communication, prompting reflectiveness, and representing growth in the program, it is recommended that journals be continued. Their content should be focused on career-related concerns and the relevance of program events to individual learning plans. They should be initiated after the orientation period, when all program elements are in operation.

Scheduling. Two factors seem to determine the success of part-time scheduling: the first being the natural sequence of events on community sites. Depending on the kind of business, early mornings, lunch hours, or late afternoons may present logistical problems or be unrepresentative of the career environment. This should be checked out with community sites. The second is scheduling of courses at the sending school. If courses meet daily, it may be difficult to run a day off-day on program schedule. Other part-time programs may have established the precedent and means for accommodating complementary course scheduling.

Most schools seem to prefer a split with mornings for classwork and afternoons for site work, but this presents problems for extra-curricular activities and results in program work after school hours. For effective implementation of the program, it would be recommended that one or more full days per week be devoted to sites and the remainder to school classes. A possible schedule could be as follows: one full day per week devoted to community site work, three morning periods of the remaining four days in sending school courses, and the remainder of time available for a combination of learning center and site activities, as dictated by student learning plans.

Summary Recommendations for Program Continuation. After reviewing project records and activities in depth, the evaluators attempted to frame a set of broad recommendations for the project continuation overall. The recommendations are based on this year's site visits and previous experience. They are as follows:

- Continue the Student Journals with suggested modifications.
- Combine Career Explorations and Learning Level Projects as a single activity with more than five days on community sites and an in-depth Career Project Packet as a product.
- Structure Life Skills Projects around individual student needs such as course deficiencies, career planning, or skills development; it should not be necessary to fit them into the five pre-defined life skills.
- Competencies should be continued; the range of areas could probably be broadened by considering local needs.

Summary

The San Antonio Experience Based (EBCE) Program was a three-year, federally-sponsored implementation of the Northwest Regional Education Laboratory (NWREL) EBCE model. This program is designed to assist youth in making a successful transition to adulthood through community-based and learning center experiences. The San Antonio project was developed by the Education Services Center - Region 20 (ESC-20) and implemented by the Harlandale Independent School District (HISD) and the San Antonio Independent School District (SAISD). The funding guidelines called for an objective, third-party evaluation. A comprehensive process and outcome evaluation was conducted by Research for Better Schools (RBS) of Philadelphia. The present report describes the evaluation activities and third year results.

The evaluation consisted of both process and outcome components. Two interim process evaluation reports have been previously submitted to highlight program progress and concerns. The present report represents the evaluation effort over the 1978-1979 program year.

Process Evaluation

The process component of the evaluation was designed to provide information on each of the major elements necessary for successful implementation of the EBCE program. These elements have been categorized as follows:

- Personnel
- Learning Center
- Community Site
- Students
- Learning Plans
- Learning Activities
- Guidance
- Student Records

Implementation standards in each area were developed by the evaluator based on the project proposal and the NWREL model.

A major function of the process evaluation was to provide feedback and recommendations to the project staff regarding the essential program elements. The process evaluation was also intended to document the extent to which the intended program was actually implemented.

Information pertinent to evaluating the program elements was obtained during the three site visits made by the evaluators of the San Antonio project. The implementation of each element was directly observed. Each staff member was interviewed several times. All project files and records were reviewed by the evaluators during the course of these site visits.

Project staff were selected by the participating school districts during the 1976-1977 program year. Each district selected a project manager, guidance counselor, and learning manager. All staff but the HISD project manager continued into the current year. The HISD learning manager was selected to fill the open position and a new professional was recruited. SAISD added a fourth professional position for the current year. The project staffing appeared to be generally adequate for implementing the program.

Learning resources consisted of those in the learning center and those provided at community sites. Each district established a learning center, one in a school building and the other in a commercial building. These centers were adequate for program purposes. Both schools continued the acquisition of learning materials for the centers. Community sites were recruited in abundance, with 123 for SAISD and 69 for HISD.

Constructing the student groups was somewhat problematic. SAISD had to exhaust its pool of 238 applicants to obtain 60 program participants. This precluded the possibility of a true experimental evaluation design, and the comparison group was formed of applicants who opted out of the program. HISD did not have sufficient applicants to fill its program group. Only 48 students were recruited; each of these nominated a peer for the comparison group. All student selection was conducted in a fair and unbiased manner.

In both districts the project staff members shared responsibility for developing students' learning plans. The planning task was more centralized with the learning manager at SAISD, while each HISD staff member had charge of a group of students. Learning plans were carefully developed with knowledge and awareness of each student's needs and interests.

The implementation of learning activities proceeded successfully with the majority of students completing the major project requirements:

- 9 Awareness Visits
- 6 Career Explorations
- 2 Learning Level Projects
- 7 Life Skills Projects
- 12 Functional Competencies
- Weekly Student Journals

Most learning activities involved the use of community sites as well as learning center staff and resources. Problems in implementing learning level projects in one district were noted.

The avoidance of sex-role stereotyping was an important aspect in the program plan relevant to staff training, community site development, student placement, and personal counseling. An external advisory committee was planned in each district to review project activities as they relate to the avoidance of sex role stereotyping. These committees were composed but not operationalized. The evaluator served as a reviewer in their stead and found the program in compliance with stated intentions.

The process evaluation indicated that the EBCE program was implemented again this year in general conformance with the funding requirements and program plan. The staff did a commendable job of operating the program. Some operational difficulties and many program strengths were noted.

Outcome Evaluation

This component of the evaluation was organized to measure student effects attributable to participation in the EBCE program. The categories of outcome objectives included student development in career skills, basic academic skills and life skills. The EBCE program model includes a large number of intended benefits for participating students, the schools, the economic sector, and the community at large. The present evaluation design considered only student variables, which were selected for study based on their representativeness of program value and their measurability in a precise behavioral way. Using these qualifications, not all variables of interest could be included. The focus was on those areas which were both meaningful to the model and amenable to objective assessment.

The areas of student outcomes selected were as follows:

- Career Skills
  - Career Knowledge
  - Identifying Interests
  - Understanding Work
- Basic Academic Skills
  - Reading
  - Writing
  - Mathematics
- Life Skills
  - Attitudes Toward Learning
  - Acceptance of Self
  - Acceptance of Others

The outcome evaluation was designed to determine to what extent the EBCE program effected desired student outcomes in the above areas.

The most desirable outcome evaluation design would have been a true experimental one with 60 eleventh and twelfth grade experimental students in each EBCE group and similar groups of 60 comparison students. The intended design could not be established due to student recruitment problems. Rather, the available groups fit a quasi-experimental paradigm, with groups of unknown scientific equivalence. This presented a major limitation for the evaluation.

The instrument package included the Comprehensive Tests of Basic Skills, the Assessment of Career Development, the Student Attitude Survey and the Self-Directed Interest Inventory. Instruments were administered in a pretest-posttest pattern. Student, Parent, and Community Participant Surveys were also administered.

The "t" test for independent samples and analysis of covariance were selected as the principal analyses. Between group differences dependent on group membership were tested. Chi-square analyses were used to test the congruence between freely chosen occupations and occupations of measured "best fit" as measured by the Self-Directed Interest Inventory.

The results gave no support for program effectiveness in career skills or life skills and some support for impact in basic skills. The strength of conclusions which could be drawn was limited by the student group problems and the pretest-posttest schedule. The participant perceived effects surveys offered strong support for the program.

Conclusions

The ESC-20, HISD, and SAISD staff performed well in planning and implementing the San Antonio EBCE Program. This program model requires the recruitment of a large number of community sites, the retraining of staff for new roles, the recruitment and orientation of students, and the implementation of a complex program model. Students met most of the activity requirements of the model.

The outcome evaluation did not demonstrate the comparative effects in career skills and life skills which were intended. Basic skills equity was confirmed in one school but not the other. Both experimental and control groups performed at about the same level on most measures at pretest and posttest. EBCE program superiority in producing learning effects was thus not supported. Survey results from students, parents, and employers offered strong testimony regarding program quality and value.

The project was also reviewed in terms of its proposed objectives and the relevant federal requirements. The project was found to be in compliance with stated objectives and regulations, meeting both the letter and intent.

APPENDIX

HISD/SAISD

Date ________________

SAN ANTONIO EBCE PROJECT

PROCESS EVALUATION FORM

A. PERSONNEL

1. Describe any changes in staff composition. Attach job descriptions and resumes.

2. Describe any staff development activities.

3. Describe any staff needs.

B. LEARNING CENTER

1. Describe learning center facilities. Attach floor plan.

2. Describe learning resources. Attach listing.

3. Describe access system.

C. COMMUNITY SITES

1. Update site list and complete items below:
    a. previous sites ______
    b. sites added ______
    c. sites dropped ______
    d. new total ______
2. Describe recruitment & development procedures.

3. Describe site analysis procedures. Attach forms.

4. Are sites used for:
   a. Awareness Visits ________
   b. Explorations ________
   c. Learning Level Projects ________
   d. Life Skill Projects ________
   e. Competencies ________
   f. Employer Seminars ________
   g. Other ________

D. STUDENTS

1. Describe recruitment process.

2. Describe selection process.

3. Document group size. Attach name lists.

Dates / Groups	Selection	Q 1	Q 2	Q 3
Experimental Control Alternate				

4. Document group changes. Attach name lists.

Change Groups	Initial	Drop	Add	Total
Experimental				
Control				
Alternate				

E. LEARNING PLANS

1. Describe student assessment process.

2. Describe program prescription process.

3. Describe feedback and record keeping process.

4. Describe integration process.

5. Outline scope of activities/credits offered.

F. LEARNING ACTIVITIES

1. Describe Awareness Visit procedures and list sites used.

2. Describe Career Exploration procedures and list sites used.

3. Describe Learning Level Project procedures and list sites used.

4. Describe Life Skills Project procedures.

5. Describe Competencies procedures.

6. Describe Student Journal procedures.

7. Describe Employer Seminar procedures.

8. Document extent to which students met requirements in each learning activity area.

G. GUIDANCE

1. Describe guidance procedures.

2. Describe avoidance of sex-role stereotyping procedures.

H. STUDENT RECORDS

1. Describe student evaluation records. Attach forms.

2. Describe permanent records. Attach forms.

3. Describe activity monitoring records. Attach forms.

Backup information needed:

1. List of community sites
2. Catalogue of learning resources
3. Student lists for each group
4. Credit distributions and activity to credit conversion
5. Student records of completed activities
6. All student record forms, particularly
    a. transcripts
    b. quarter summary sheet
    c. quarter grades and credits
    d. daily attendance
    e. learning center time record
    f. community site time record
    g. activity master schedule
    h. zone requirements completion form

CREDIT AREA: ____________________

A. Activity

- ☐ Awareness Visits
- ☐ Career Explorations
- ☐ Life Skills Projects
- ☐ Learning Level Projects
- ☐ Competencies
- ☐ Tutorials
- ☐ Home School Courses
- ☐ Other, specify ____________
  ____

B. Location

- ☐ Learning Center
- ☐ Community Sites
- ☐ Home School
- ☐ Other, specify ________
  ____

C. Time Duration

Average ________________

Range ____________________

D. Description of activity in terms of objectives, content, and resources available:

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

COMPETENCIES
LIFE SURVIVAL SKILLS

Examples
of
Debriefing Information

December, 1978

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 1

Transacting Business on a Credit Basis

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Read ACCEPTING CREDIT RESPONSIBILITY, pps. 5-40.
2. Do problems 5, 6, 7, 9, 11.
3. Be prepared to answer LM/LRS quizzing of vocabulary words found at the back of each experience.

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

1. An explanation of how to fill out credit application.
2. Discussion of rights involved with credit application.
3. Student will explain to the certifier the terms and conditions of the bank's credit card, including credit limits, interest charges, and maintaining a good credit rating.
4. Student will accurately complete an installment contract.

MEETING LIMITATIONS

o	Size of group	6-12 students
o	Location	EBCE Conference Room
o	Time	1:15 - 2:15 p.m.
o	Day of Week	Any day of the week
o	Frequency	3-6 times per academic year

CERTIFIER

Ms. LINN BRILLMAN, Frost National Bank

DEBRIEFING INFORMATION ON COMPETENCY NO. 2

Maintain Checking Account

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. FAMILY FINANCIAL EDUCATION PROGRAM 1 MANAGING PERSONAL INCOME
   EXPERIENCE 1 Getting Paid by Check (Read for information)
   EXPERIENCE 2 Using a Checking Account (Read and work out all written problems and hand in to LM/LRS)

2. REVIEW MATH SKILLS—ADDING AND SUBTRACTING
   (Do worksheet of problems and hand in to LM/LRS)

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

1. An explanation is given on what a check is all about (how to use it, obtain it, etc.).
2. A discussion is given on the responsibility of having a checking account (the repercussions of not handling a checking account properly, the effect it has on credit rating within the community).
3. The forms used in acquiring an account and maintaining an account are used in a problem solving exercise called E. Z. Money Checking Account Exercise. (This exercise is completed at the bank before certification is given.)

MEETING LIMITATIONS

- Do not schedule meetings during the first week of the month
- Do not schedule meetings on Monday or Friday
- Always be in groups of four to six in number
- The student is to be briefed by the LM/LRS before setting up a meeting with the certifier

CERTIFIERS

Ms. PAM SMITH, Alamo Heights Branch, U. S. National Bank
Ms. CARYLYN MISCOE, Alamo Heights Branch, U. S. National Bank

DEBRIEFING INFORMATION ON COMPETENCY NO. 3

Provide Adequate Insurance

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Read the following pamphlets:
   "Careers In Property and Liability Insurance"
   "Every Ten Minutes"
   "Insurance for the Home"
   "How to Avoid Costly Mistakes In Home Insurance"
   "How to Avoid Costly Mistakes In Auto Insurance"
   "Health Insurance"

2. Establish an appointment with the LM/LRS and be prepared to answer questions concerning your reading of the above.

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

MR. BURNETT

1. Discusses the necessity of having someone as an agent who there is competence and confidence.
2. Discusses automobile insurance (the necessity of having a good driving record, how insurance is a money-making company and not interested in losing money to poor risks, the company does not have to insure a person).
3. Discusses the need for insurance, generally.
4. A tour is given of Fred S. James Insurance Brokerage Offices.

MEETING LIMITATIONS

- As early as possible notification concerning meeting time
- Group size—five to eight
- He will meet at his office, Fred S. James Insurance Co.
- An appointment is not to be made until a briefing session with LM/LRS has cleared the student for such action

CERTIFIER

Mr. JAMES BURNETT, Fred S. James Insurance Co.

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 3

Provide Adequate Insurance for Self, Family, and Possessions

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Read the following pamphlets:
   "Careers in Property and Liability Insurance" (scan lightly)
   "Every Ten Minutes" (thoroughly)
   "Insurance for the Home" (thoroughly)
   "How to Avoid Costly Mistakes In Home Insurance"
   "How to Avoid Costly Mistakes In Auto Insurance"

2. Establish an appointment with LM/LRS and be prepared to answer questions concerning your reading of the above.

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

Discuss Life Complexities/Responsibility Development in Insurance

1. Relates the need for automobile insurance and why a person needs it.
2. When one moves away from home, the need for rental/home insurance in order to protect personal property.
3. Life Insurance as a protection to loved ones, a retirement plan, or a loan policy.
4. A brief discussion of health/medical coverage as it relates to your place of employment.

MEETING LIMITATIONS

- As early as possible notification concerning meeting time
- Group size—three to four (five is absolutely necessary)
- Time—always plan on the meeting to be at 8:30 a.m.
- Location--Ms. BARBARA BAIRD's Insurance Office
- Do not contact the certifier until clearance is given by LM/LRS

CERTIFIER

Ms. BARBARA BAIRD, Aetna Insurance Agent

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 3

Provide Adequate Insurance for Self, Family, and Possessions

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Read the following pamphlets:
   "Careers in Property and Liability Insurance" (peruse)
   "Every Ten Minutes" (thoroughly)
   "Insurance for the Home" (thoroughly)
   "How to Avoid Costly Mistakes In Home Insurance"
   "How to Avoid Costly Mistakes In Auto Insurance"
   "Golden Rod" State Farm Pamphlet (thoroughly)

2. Establish an appointment with the LM/LRS and be prepared to answer questions concerning your reading of the above. (Discuss History of Insurance, how it affects economy of U.S.)

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

MR. HUDSON
1. General Insurance Information for automobile insurance
   -liability insurance, state requires it
   -where to go for information
   -medical insurance in relation to auto insurance
   -have to carry uninsured motorist insurance
   -comprehensive insurance
2. Sketches lightly--Life Insurance, Home Insurance/Rental Insurance, Health and Medical
3. General questions for topics
   -What if my friend drives my car? (Broad Form Indorsement)
   -Why do insurance companies cancel?
4. Answers general questions students may have

MEETING LIMITATIONS

- As early as possible notification concerning meeting time which should always be scheduled at 8:30 a.m.
- Location--Bob Hudson Insurance Agency Offices
- Size--five to eight
- Do not contact Mr. Hudson until you have done all the preparation work and have cleared with LM/LRS

CERTIFIER

Mr. BOB HUDSON, State Farm Insurance

DEBRIEFING INFORMATION ON COMPETENCY NO. 4

File State and Federal Income Taxes

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Pick up a tax packet from the LM/LRS (problems 1, 2, and 3, general instructions, state and federal tax forms) and complete and show finished product to LM/LRS.
2. Keep copies of your math work to show LM/LRS if problems arise in math.
3. Use YOUR FEDERAL INCOME TAX.
4. Any resource person may be used to help give advice, but the student will have to do the work himself and be able to explain to the satisfaction of the certifier how he arrived at certain figures.

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

MS. HUDZIAK/MR. FREEMAN

1. All materials are laid out before them.
2. They go through the problems with the students. (looking for students' comprehension of instructions, simple math done correctly, 75% of items in the correct spot, the returns are completed)
3. General discussion of the function of the Dept. of Revenue.

MEETING LIMITATIONS

- As early as possible notification concerning meeting time (preferably before January 1, 197_)
- Group size—one to two
- Please call if they cannot make it
- Location—Department of Revenue Office, #167
- An appointment is not to be made until a briefing session with the LM/LRS has cleared the student for such action

CERTIFIERS

Ms. SUSAN HUDZIAK, State Department of Revenue
Mr. BARRY FREEMAN, State Department of Revenue

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NOS. 7A & C

First Aid and Fire

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Attend Seminar #1 with Mr. Don Anderson on fire emergencies.
2. At Seminar #1, Mr. Anderson will hand out a packet of work which is to be completed and handed back to him the following week at Seminar #2.
3. Attend Seminar #2 with Mr. Anderson on First Aid Emergencies.
4. IMPORTANT! This series of seminars will be given only three times this year. So plan ahead.

WHAT HAPPENS AT CERTIFIER'S MEETING? (This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

SEMINAR #1

1. Requirements for a fire (behavior of a fire, increasements in relation to time
2. Survival in a fire (deaths usually not due to flames)
   --main cause asphyxiation
   --next cause is intense heat (one breath can be fatal)
   --third cause is smoke (poisonous gases)
   --ways to avoid fire are given
3. Portable fire extinguishers. Several kinds available.
4. General suggestions given relating to fire (kitchen fires, electrical fires, rescue, have a planned escape)

SEMINAR #2

1. Basics of first aid are given
2. Inadequate respiration and what to do about it (act quickly, know the signs, begin artificial respiration)
3. Severe bleeding and what to do (stop bleeding by direct pressure generally) (know your pressure points)
4. Treat for shock
5. What to do for fractures
6. In case of burns types of treatment
7. Poisoning
8. Heart attack, symptoms, not a rapid death
   (cardio - heart - pulmonary - lungs - resuscitation)
   (mouth-to-mouth resuscitation)
9. Try to keep calm and try to do your best

MEETING LIMITATIONS

- There will only be three series of seminars this year
- Two-hour block of time is required
- Dates of seminars always come in one week intervals, you must attend Seminar #1 and Seminar #2
- Group size--five to twenty
- Materials given at first seminar must be completed by one week later and handed in at Seminar #2
- Appointment for this seminar must go through LM/LRS
- Location--San Antonio Fire Department

CERTIFIER--Mr. DON ANDERSON, San Antonio Fire Department

DEBRIEFING INFORMATION ON COMPETENCY NO. 7B

Police Emergencies

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Do the worksheet "Police Emergencies"

2. Contact Officer Chuck Martin to see what Tuesday evening you should go to San Antonio City Municipal Court (there need to be three to five of you for this session) for a seminar with Judge Blaine. A form will be given to you to be filled out at this court procedure/proceedings.

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

1. They present their worksheet (an honest effort should be made to complete this work in correctly spelled words and complete thoughts) to Officer Martin.
2. Discussion of the worksheet.
3. Discussion of the legal process of a traffic citation.

MEETING LIMITATIONS

- Meeting dates should be scheduled for Mondays, after clearing with the LM/LRS
- Location--San Antonio Police Station
- Maximum number of students--two
- Written answers must be legible (neat and correct spelling)

CERTIFIER

Officer CHUCK MARTIN, San Antonio Police Department

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 7

Police Emergencies

STUDENT'S NAME ____

Date ______________________

Answer the following questions before making your appointment with police officer:

1. How do you report emergencies to the police?

2. Discuss the difference between trespassing and burglary:

3. What would you do if you hear a prowler outside your home? (Can you legally shoot a prowler on your property?)

4. What would you do if a prowler entered your house? (Can you legally shoot a prowler inside your home?)

5. What would you do if you were approached by an exhibitionist?

6. What should you do if you are followed by a person unknown to you?

7. What should you do if you see a shoplifter?

8. What should you do if you are involved in a traffic accident?

9. What do you do if a friend overdoses from the use of drugs?

PROCEDURE:

1. Answer questions.
2. Make an appointment with a police officer (maximum of 2 students).
3. Bring answer sheet to the appointment to discuss with officer.
4. Written answers must be legible (neat and correct spelling).
5. Interview/Seminar must be conducted to the satisfaction of the police officer in order for you to be certified as competent in handling police emergencies.

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 8

Participation in Electoral Process

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Each student must attend a seminar with Ms. GRUND prior to receiving materials for preparation (four to twelve members).
2. Read FOR YOUR INFORMATION and discuss with the LM/LRS
3. Read the following chapters in the notebook, GOVERNMENT IN OREGON, The Function of State Government, pps. 306-337, Property Tax, pps. 128-157, and discuss with LM/LRS.
4. Read Washington County's VOTE, discuss with LM/LRS.
5. Read ELECTION 76, Ballot Measures, and discuss with LM/LRS.
6. Read information from outside sources on ballot measures, and show three copies of different information on these measures to the LM/LRS and be prepared to discuss.
7. Do Questionnaire, "Guidelines for Study of Ballot Measures by EBCE Students."

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

1. The Questionnaire is used as the basis of Ms. GRUND's discussion with students for certification.
2. Emphasis is stressed on "laws are formed by people," "they are harder to get rid of than to instigate," and "we have to live under the law."

MEETING LIMITATIONS

- As early as possible notification concerning meeting time. (Seminars: 5 total, two in the fall and three in the spring)
- Group size—one to five
- Target dates should not be allowed for more than two weeks after seminar
- An appointment is not to be made until a briefing session with the LM/LRS has cleared the student for such action
- Location—EBCE

CERTIFIER

Ms. JOANN GRUND, League of Women Voters

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 8

League of Women Voters

Guidelines for study of Ballot Measures by EBCE students

(This form may also be used for a written exam if the student prefers)

1. What level of government has referred this proposal to a vote of the people?

   State? _______ County? _______ City? _______ Special District?__________

   Citizens? ______ Other ________

2. In this measure a constitutional amendment, a referendum issue, and initiative issue, a bond issue, or other type of measure? (name if possible)

3. Will the passage of this measure set into effect a companion measure? If so, what?

4. Does this measure require additional taxation?

   a. If so, is it "progressive" or "regressive"? Also explain what these terms mean.

   b. What segment of the population does the taxation affect?

5. State the basic issue involved in the measure in the simplest terms possible.

6. Personal evaluation.

   a. Give reasons this measure is needed.

   b. Give dangers you foresee in the passage of this measure.

7. Why would you personally vote for or against this measure?

8. Where have you sought information on this ballot measure? (We encourage students to seek information in addition to League of Women Voters materials)

   List three outside sources you used.

   1.
   2.
   3.

Prepared by: League of Women Voters

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 9

Basic Structure and Functions of Local Government

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Read the City Charter of San Antonio and do the worksheet "San Antonio Municipal Code," show and discuss with the LM/LRS.
2. Attend a San Antonio City Council Meeting, fill out the "Council Meeting Form."
3. When attending the council meeting, first see Mr. Bruce Clark who will tell you which two issues to follow during the meeting and be prepared to discuss these issues with him at your certification meeting.
4. Read Question and Answers of Council-Manager Plan, be prepared to discuss.
5. Go to the San Antonio Public Library and read Chapter 2, "City Administrators," (approximately one page) out of the San Antonio City Code.

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

1. Mr. Clark discusses the "San Antonio Municipal Code."
2. A discussion of the form of government found in San Antonio.
3. Discusses the prep materials and issues and sessions.
4. He attempts to draw each student into the discussion.

MEETING LIMITATIONS

- Only one person calls for the group of four to seven, to make an appointment with Mr. Clark.
- Group size--four to seven
- Have all three items at the meeting (two worksheets and a copy of the City Charter) with Mr. Clark
- As early as possible notification concerning meeting time
- Location--San Antonio City Hall
- An appointment is not to be made until a briefing session with LM/LRS has cleared the student for such action

CERTIFIER

Mr. BRUCE CLARK, City of San Antonio Administrator

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 9

San Antonio Municipal Code

These questions are to be investigated before you meet with Mr. ______________, of the City of San Antonio. He requires this as part of the competency. The information can be located by reading the San Antonio Municipal Code at the San Antonio Public Library.

1. According to the San Antonio Municipal Code, all powers of the city shall be vested in the ______________.

2. The City Council consists of a ________ and _____ councilmen.

3. The term of office for mayor is _____ years; for councilmen ____ years.

4. No person shall be eligible for an elective office of the city unless he has resided in the city by ______ preceding the election.

5. __T __F The municipal judge may be removed from office by the mayor with the consent of the council.

6. __T __F No action by the council is legal unless the proceedings are open to the public.

7. __T __F The mayor is chairman of the council and, as such, presides over the meetings but does not have voting power.

8. __T __F The mayor may exercise veto power as head of the council.

9. __T __F The City Manager is an elected official rather than an appointed official.

10. __T __F The City Manager has the power to remove City Department heads.

CITY COUNCIL MEETING

WORKSHEET

STUDENT'S NAME ____

Date ________________________

COUNCILMEN PRESENT:

DEPARTMENT STAFF PRESENT:

LIST TWO (2) ITEMS FROM THE AGENDA: (Answer the questions listed below)

Item 1:

a. Who in San Antonio will be affected by the decision? How will they be affected?

b. What Department (or Departments) are involved in the decision? How are they involved?

Questions for Item 1 (cont'd)

c. Will the decision affect you? Why, or why not?

Item 2:

a. Who in San Antonio will be affected by the decision?
How will they be affected?

b. What department (or departments) are involved in the decision?
How are they involved?

c. Will the decision affect you? Why, or why not?

LIST ANY ITEMS YOU DID NOT UNDERSTAND OR WOULD LIKE TO HAVE MORE FULLY EXPLAINED

*At the interview with the City Official, the students will discuss the form of government of the City of San Antonio, including: 1) duties of the Mayor/Council and 2) terms of office.

DEBRIEFING INFORMATION ON COMPETENCY NO. 10

Legal Rights and Responsibilities

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Read YOUTH FACES THE LAW, prepared for an oral quizzing by LM/LRS.
2. View in total a trial from beginning to ending
   - -call the calendar secretary, Bexar County Court
   - -find out what cases will be heard and their length (get two or three, in case one is settled out of court)
   - -while observing, fill out "GUIDE FOR OBSERVING TRIALS"
   - -hand in to LM/LRS
3. From the above information, do "WORKSHEET, FEB. 17, 1976."
4. Read the AMENDMENTS TO THE CONSTITUTION OF THE UNITED STATES (1-14)

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

Mr. FURRER discusses with the students the worksheet of Feb. 17.
-through questionning and discussion he finds out if the student has a basic understanding of how these questions relate to the Constitutional Rights and Amendments
-a "right answer" is not looked for as much as the student's ability to use common sense in relation to his Bill of Rights

MEETING LIMITATIONS

- As early as possible notification concerning meeting time
- Group size--five to six
- He will meet at EBCE
- An appointment is not to be made until a briefing session with the LM/LRS has cleared the student for such action.

CERTIFIER

Mr. PAT FURRER, Attorney at Law

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 10 A & B

Legal Rights and Responsibilities

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Read YOUTH FACES THE LAW, be prepared for an oral quizzing by LM/LRS.
2. View in total a trial from beginning to ending
   - -call the calendar secretary Bexar County Court
   - -find out what cases will be heard and their length
   - -(get two or three, in case one is settled out of court)
   - -while observing, fill out "GUIDE FOR OBSERVING TRIALS"
   - -hand in to LM/LRS
3. Read the Amendments to the Constitution of the United States and be prepared for a quizzing/worksheet.

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

Mr. SEPENUK discusses in a general way the following:
-the basics of the law
-he expects them to know the Bill of Rights and how it relates to them
-they should have a feeling of the Constitution
-the functions of a lawyer

MEETING LIMITATIONS

- o Only two meetings during the year
- o Group size--four to six (he said the larger the better)
- o Appointments as soon as possible after briefing with LM/LRS
- o Location--his office

CERTIFIER

Mr. NORM SEPENUK, Attorney-at-Law

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 10C

Better Business Bureau

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. CONSUMER'S BUYING GUIDE (READ FOR BRIEFING SESSION WITH LM/LRS)
   INTRODUCTION, pps. 5-9
   CHAPTER 1 You and Your Better Business Bureau, pps. 9-17
   CHAPTER 2 The Intelligent Consumer, pps. 17-32
   CHAPTER 7 Automobiles, pps. 112-131
   CHAPTER 11 The Often-Overlooked, pps. 172-198
   CHAPTER 12 Buying with Confidence, pps. 199-202

2. Scan- Better Business Bureau pamphlets for information you are interested in.

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

1. The best source of protection for a consumer is himself
   -better than any government agency
   -you stand on your own
   -you can get a great deal or a lousy one
2. Discusses government agencies involved in consumer protection (District Attorney, Postal Inspectors, etc.)
3. Discusses the necessity of sharing of information
   -involvement in societies' problems
4. Laws today have been designed to guide business down an ethical road (mild emphasis placed on two-sided honesty between business as well as the consumer), i.e., believable advertisements
5. Products are becoming more consumer-oriented
6. Discusses the purpose and function of B.B.B.

MEETING LIMITATIONS

- As early as possible notification concerning seminar dates
- Group size—four to six
- The student is to be briefed by the LM/LRS before setting up a meeting with the certifier

CERTIFIER

Mr. BERNARD MULLER, President and General Manager Better Business Bureau

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 11C

Tax Assessment and Appraisal

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Using information given from SUMMARY ASSESSMENT & TAX ROLL, page 4, make a pie chart showing portions of the tax dollar and how it is dispersed throughout the various public agencies in Washington County.
2. Read INFORMATION CIRCULAR: APPEAL PROCEDURES, Construct a visual map (on notebook size paper) showing the procedure one would follow if necessary to appeal assessment all the way to the State Supreme Court.
3. Read INFORMATION CIRCULAR: ASSESSMENT AND TAXATION OF PROPERTY, be prepared to explain orally what was on this circular.
4. Read FOR THE PROPERTY OWNER WHO WANTS TO KNOW.....
5. Read an INFORMATION CIRCULAR of your choice (not one of the above) and discuss with LM/LRS

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

1. A discussion of how tax rates are figured on property.
2. A discussion of how the County Tax Appraisal Office is a wealth of public information (house ownership, selling prices, square footage-type of housing, platt maps)
3. Appraisal Jackets and the method of assessment and challenge/appeal (mild emphasis)
    -value notice given
    -owner approaches appraiser at County Offices
    -owner appeals to Board of Equalization (County Commissioner, Budget Committee Member, and a property owner)
    -owner appeals to State Department of Revenue
    -owner appeals to the State Tax Court
    -owner appeals to the State Supreme Court

MEETING LIMITATIONS

- o Not to schedule appointments during the time of October 15 to November 15
- o As early as possible notification concerning seminar appointments
- o Group size--three at a time
- o Location-- County Tax Assessor's Office - specific office to be determined

CERTIFIER

Ms. LAURIE MALAER, Assessor's Office Assistant

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 13C

Operation and Maintenance of an Automobile

REQUIRED READING/ASSIGNMENTS THAT ARE FINISHED PRIOR TO CERTIFICATION

1. Contact five adults and ask them for their "favorite safety tip"

2. Bring these "tips" in writing to the seminar

WHAT HAPPENS AT CERTIFIER'S MEETING?

(This information is listed in general terms and it is up to the LM/LRS to ask questions to see if student was attentive and in actuality does have a working understanding of this competency. If a student obviously does not have this understanding, action will be taken to recycle.)

OFFICER MARTIN

1. Discusses highway emergency (gas, flat tire, position on the highway of the automobile, human danger involved).
2. Students are asked to demonstrate how to change a tire.
3. Use of flares, or other warning devices.

MEETING LIMITATIONS

- Approximately eight seminars will be scheduled this year
- Location--EBCE Conference Room
- Group size--five to twelve
- Appointment with Officer Martin should be cleared through the LM/LRS.

CERTIFIER

Officer CHUCK MARTIN, San Antonio Police Department

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

DEBRIEFING INFORMATION ON COMPETENCY NO. 13

Everyday Care of Car

DIRECTIONS: OBTAIN AN OWNER'S MANUAL AND ANSWER THE FOLLOWING QUESTIONS:

1. Title of Manual and date ______________________________

2. List at least four daily maintenance checks your manual suggests.

   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

3. Place after each item how often they suggest changing, rotating, etc., in miles.

   Tire rotation ____________________
   Oil change and filter ____________________
   Lubrication ____________________
   Tune ups ____________________

4. Draw a diagram of your car and place the following items on it.

   Oil filter
   Dip stick, oil
   Dip stick, transmission
   Brake fluid, master cylinder
   Lubrication spots

5. Suggested P.S.I. (air) for tires __________

6. If necessary make an appointment with ______________, ______________, ______________, or a qualified mechanic to find out.

   a. How to change the oil and filter
   b. The rotation of tires
   c. Where the dip sticks for oil and transmission are found
   d. How to check brake fluid
   e. How to drain the radiator
   f. How to check the air pressure in tires
   g. What is involved in a tune up

7. Demonstrate to EBCE staff member the above No. 6. Have him/her check problems Nos. 1-5.

____
Signature

SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

STUDENT JOURNAL

OPPORTUNITIES FOR INDIVIDUALIZED TEACHING

A Different Perspective
on
Content

February, 1979

WRITING A JOURNAL

Values clarification is an intimate process, but EBCE staff members and students have found that it can be enhanced through diligent attention to a daily journal. In the San Antonio EBCE program the journal can be anything — a stenographer's pad with its unique characteristic of two columns on each page. The first column reserved for the student for his daily entries. The second column becomes the domain of the learning manager. It can be a letter addressed to any professional staff member in the learning center, or a special notebook or binder maintained by the student for journal writing and entries. Whatever the form, once in use, this device places many opportunities for *individualized teaching* in the hands of the learning center staff.

Use of the journal encourages students to write. They record their observations, assessments, and responses, as well as objective data gathered through their experiences in the field placements. Because students record their experiences, they are called upon to write for a purpose that has not characterized traditional instruction, and they find this challenging. Content for this kind of writing is open-ended. Within that new freedom of selecting their own topics, students have to develop an awareness and sensitivity to what goes on around them. They are forced to be selective in choosing worthwhile experiences to record. They have to decide what is important, interesting, frustrating, or rewarding, and therein lies a wealth of clues for both students and teachers as to what is valuable in the learning experience.

By placing a primary emphasis on the student journal, EBCE provides a unique opportunity for students to demonstrate self-discipline and initiative. Journals do not take care of themselves! Students must set aside some time each day for writing. The professional staff in each of the two learning centers require that the journal be attended to for a minimum of 15 to 20 minutes every day. At the completion of the community-based project, the journal stands as a tangible record of at least part of what was accomplished.

A unique advantage of the journal is that it affords both student and learning manager the opportunity to be candid and to assert themselves as individuals. The learning manager does not limit his/her entries to academic evaluations; he may commend, encourage, question, and make suggestions that the student will know are directed to him personally.

Furthermore the journal provides an excellent device for *accountability*. Every member of the professional staff in the learning center is concerned with knowing where the student is at any given point in time, and with knowing to what extent he is meeting his commitments. The journal is considered to be an "official" record. Every entry provides some insight into both the degree and the caliber of daily efforts.

The journal, as a ready source of knowledge, is improved by the learning manager or student activities specialist's own habit of reading and returning each journal with dispatch. By establishing a schedule for collection of the journals every two or three weeks and returning them quickly, the teacher maintains an avenue of communication with unusual satisfactions for both student and staff.

Another valuable characteristic of the journal is that it evolves quickly into a history for the student. In a very short time the student becomes aware that it is *his* record that he is putting down. And, like good wine, "The older it gets, the better it gets."

In this process of change the student is helped to realize how soon the present becomes the past, and he learns to cherish both. Changes, acquisitions, and new perspectives become apparent when early entries are compared, or contrasted, with those made in the weeks and months that follow.

Thus a simple instrument — when used in conjunction with behavorial patterns of trust and confidence usually accorded responsible adults — becomes an effective component of community-based learning.

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SAN ANTONIO EXPERIENCE-BASED CAREER EDUCATION DEMONSTRATION PROJECT

COMPOSITE LEARNING PLAN: JANE JOHNSON

A. SELF DIRECTED INTEREST INVENTORY (SDII)

The SDII confirms that Jane likes to express her artistic skills and therefore should explore artistic careers. She should have learning experiences at sites such as the Media Center and the Graphic Arts department at Addressograph-Multilith. Although Jane has indicated an interest in investigative careers she neither participates or feels competent in skills relevant to these careers. This indicates a need to experience some careers such as veterinary assistant or other medical fields. Explorations at Prince William Hospital and Lake Jackson Kennels might be appropriate.

> (Please Note: The self directed interest inventory classifies careers into six categories - investigative, realistic, artistic, conventional, social, and enterprising - and then classifies students experience and perceived interest based on these categories. Listings of 450 careers under these headings are then available for students to look at.)

B. ASSESSMENT OF CAREER DEVELOPMENT (ACD)

The ACD shows that Jane's Occupational Characteristics, which show her knowledge of the what different careers entail, is very good (87 percentile). Her Preparation Requirements, which determines her knowledge of the training needed for different careers, is low (34 percentile). The planning knowledge score which shows her ability to understand the process to find out about careers is also low (39 percentile).

This indicates a need to carefully analyze careers through written essays to see how and why they do or do not meet her career needs and interests.

Secondly, she needs to look very closely at post-secondary schools and colleges, the programs they offer, their requirements, and pre-requisites they have. This should be a continuing written record, done in conjunction with the career she is exploring.

C. BASIC SKILLS

The Comprehensive Test of Basic Skills (CTBS) scores are generally good. Jane's reading comprehension is slightly below level (10.9 grade level), which will require some special attention and concentration particularly since her tentative plans point toward some post secondary training. Her math application (12.4 grade level) and math concepts (13.6 grade level) are both above grade level expectations. Enrichment in these areas should be implemented.

D. ATTITUDE

The Student Attitude Survey (SAS) shows a positive attitude in three of the four categories. Career Attitude (96 percentile) is very high, which explains her reasons for wanting to get into EBCE. Conversely, her Learning Attitude is slightly below average (45 percentile) indicating some restlessness with the traditional school program which probably adds to her interest in EBCE. Her Self-concept (88 percentile) and Other concept (79 percentile) are both very high and very positive.

E. SUMMARY

Jane has a naturally inquisitive mind and does fairly well with school work. Through informal assessments over the first few weeks of the program, Jane needs to develop academic self-discipline, time budgeting skills, and written and oral communication skills. She has a positive attitude and is genuinely interested in improving her career awareness, academic abilities, and putting forth her best effort. The staff is looking forward to working with her throughout the year.

GOALS:

1. Improvement of reading comprehension
2. Enrichment of math skills
3. Investigation of artistic careers
4. Investigation of investigation careers

GOALS: (continued)

5. Improvement of writing abilities
6. Development of oral communication skills
7. Improvement of spelling skills
8. Development of academic discipline and self-directedness

STRATEGIES/ACTIVITIES

I. Reading Comprehension
    a. Reading of 75 pages per week
        1. Oral summary of reading with L.M.
    b. Outlining of reading assignments

II. Completion of Math Work at Sites

III. Completion of Practical Writing Lab Workbooks

IV. Emphasis on Writing Improvement Through Project Work
    a. Writing organization
    b. Punctuation exercises
    c. Paragraph development

V. Completion of Gateways to Correct Spelling Workbook

VI. Emphasis of Oral Communications
    a. Completion of Practical Speaker Lab
    b. Interviewing Skill Development
    c. In-class Oral Presentation

VII. Completion of Time Budget Sheets

X. Writing Exercises to Improve Career Preparation and Planning

THE ODYSSEY

SUBJECT AREA: English I   SUGGESTED LENGTH OF UNIT: 5 days

LEARNER OBJECTIVE (S):

Upon completion of this unit, the student will be able to:

1. identify and analyze the personality characteristics of the epic hero
2. compare Greek culture and religion with his/her own
3. summarize the three themes of the Odyssey
4. give his/her opinion of the hero and contrast the characteristics of Odysseus with his/her ideal
5. use the decision-making model* to analyze decisions.

DESIRABLE STUDENT OUTCOMES:

Crime Prevention and Drug Education

1.2, 1.6, 1.8, 1.9, 1.13

Career Education

IV, V, VI

TEACHER COMPETENCIES:

2.4, 2.6, 2.22, 2.24, 2.26, 2.27

GOALS FOR PUBLIC SCHOOL EDUCATION:

I.A 1,2.3; I.E 1

VOCABULARY

1. epic
2. odyssey
3. Athena
4. Poseidon
5. Circe
6. Calypso
7. Penelope
8. Telemachus
9. Cyclops
10. Ino
11. Cosmos
12. Sirens
13. Zeus
14. myth

MOTIVATIONAL ACTIVITIES:

1. Students and teacher prepare and bring to class one dish of Greek cuisine for a "cultural appreciation luncheon."
2. Students remember a time they felt they were in great danger. Write down the situation, their thoughts at the time, and what they did. Compare their behaviors with the decision-making model*.

DIDACTIC PRESENTATION:

1. The instructor will discuss the background information pertaining to the Odyssey, the style and origin of Greek epic poetry, and Greek names in modern advertising.

RESEARCH AND STUDY ACTIVITIES:

1. Research and compare the story of the Odyssey to the wanderings of Moses and the people of Israel in the Bible.
2. Describe the decisions which Odysseus had to make on his journey home, and compare his decision-making process to the decision-making model*.
3. Write an essay describing the personality characteristics of the epic hero; analyze the weaknesses and strengths of the character, and share the analysis with the class.

HANDS-ON ACTIVITIES:

1. The students will complete a mythology project of their own. This project might include creating an original painting or sculpture, writing a modern myth, retelling an ancient myth in modern terms, or presenting an interpretive dance based upon a dramatic scene from the Odyssey.

OTHER SELECTED ACTIVITIES:

1. Field trips to the art museum or to a symphony featuring Beethoven, Debussy, Offenback, or Gluck would enhance the unit of study.
2. Defend or discredit Odysseus' lying and decit by taking a stand on a values continuum*. Example: In the first situation, Odysseus should __ should not __ have lied because . . .

FOLLOW-UP ACTIVITIES:

1. Locate and read one poem or prose work from Western Literature in which a knowledge of classical mythology is important to its understanding and appreciation.
2. Choose one painting or sculpture in which a knowledge of mythology is necessary to understand and appreciate the art form.

SUBJECT CONTENT TIE-IN ACTIVITIES:

1. Math - Review the contributions of the ancient Greeks to math.
2. Science - Review the Hippocratic Oath.
3. World History - The students will chart the journey made by Odysseus.
4. Sociology - Research the position of woman in Homeric Greece.

EVALUATION:

1. Written Evaluation
   The students will:
   a. list the adventures that Odysseus and his men encountered on the trip home
   b. choose one of the adventures of Odysseus and describe what they would have done in that instance using the decision-making process*.

MATERIALS, SUPPLIES, AND EQUIPMENT:

16mm projector
screen

RESOURCES, MATERIALS, AND BIBLIOGRAPHY:

1. Books, Pamphlets, Magazines, etc.
   a. Mythology, Edith Hamilton.

2. Audio Visual
   a. "Myth and Science/Religion," Region 20, #2760
   b. "Myth as Fiction and History", Region 20, #2759
   c. "Heroes and Cowards," Region 20, #7126
   d. "The Odyssey," Region 20, I-#2349, II-#2078, III-#2101

SAISD ____

HISD ____

SAN ANTONIO EBCE PROJECT

REQUIREMENTS COMPLETION FORM

Name ______________________________

Zone 1 ____ 2 ____ 3 ____ Date ________________

Activity[1]	Site Hours[2]	Credits[3]	Grade	Date Completed
A. Awareness Visits 1.				
2.				
3.				
4.				
B. Career Explorations 1.				
2.				
C. Learning Level Projects 1.				
2.				
D. Life Skills Projects 1.				
2.				
E. Competencies 1.				
2.				
3.				
4.				
F. Journal				
G. Other[4] 1.				
2.				
3.				
Comments:				

1. Name sites or activity title.
2. List total hours and number of weeks.
3. List number and subject/credit area.
4. May be used for additional activities in A to E.

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GOALS FOR PUBLIC SCHOOL EDUCATION:

I.A 1,2.3; I.E 1

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2. odyssey
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4. Poseidon
5. Circe
6. Calypso
7. Penelope
8. Telemachus
9. Cyclops
10. Ino
11. Cosmos
12. Sirens
13. Zeus
14. myth

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2.				
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4.				
F. Journal				
G. Other[4] 1.				
2.				
3.				
Comments:				

1. Name sites or activity title.
2. List total hours and number of weeks.
3. List number and subject/credit area.
4. May be used for additional activities in A to E.

EXPLORING CAREERS IN THE COMMUNITY

. . . A PARTNERSHIP IN EDUCATION

BILL R. LAFFERTY

A confident young man, 17 years old, steps off one of the EBCE student vans each morning near the Texas Scenic Company and disappears inside in quick, easy steps. There he joins the staff in putting together the set decorations for the San Antonio Opera summer season.

A young lady, also 17, appears each morning and joins the staff in the employee infirmary at Metropolitan General Hospital.

Another young man, also nearing voting age, enters the side door with other employees of Xerox Corporation.

One hundred five other juniors and seniors from high school campuses in the Harlandale and San Antonio Independent School Districts attend "school" in similar manner this fall. Each of these young adults — like some 120 before them — participate in a project called The San Antonio Experience-Based Career Education Demonstration Project.

San Antonio, with its propensity for FIESTAS, has come up with an educational fiesta. This new and exciting approach to secondary education is called Experience-Based Career Education

(EBCE) and is being implemented by Education Service Center, Region 20 (ESC-20). Through a grant from the U.S. Office of Education, the project has been designed and supervised by the grant recipient for the past three years.

The program grew out of a concern that high school students in San Antonio, like those in many other high schools around the country, had too little opportunity through their public education experience to clarify their goals or to touch reality as young adults. They were being denied the opportunity to test their fantasies and skills at being adults among adults.

Students may select this optional program for three to six quarters in their junior and senior years, allowing them to spend an entire year, or two, learning in the San Antonio business community. They earn the same credit as those who are enrolled in regular classes.

EBCE matches each student with an adult who does what the student wants to do upon completion of his schooling. Some join professional agencies or work with individuals where their academic skills in the sciences or humanities are important. Others seek less sophisticated placements where there is a higher premium on technical or manual skills.

To date, The San Antonio Experience-Based Career Education Demonstration Project has had field placements with such corporations as Datapoint, Cudahay, Frost National Bank, Newell Enterprises, The Pitluck Group, Southwest Research Institute, Southwestern Bell, USAA, H. B. Zachry and such large institutions as Luby's Cafeterias, San Antonio Express/News, National Weather Service and Lutheran General Hospital. Smaller institutions and agencies include day-care centers, nursing homes, small businesses, and professional offices. From the list of 179 community learning sites and from interviews with community site personnel, it has become apparent that recruiting sufficient community participants for the program has not been a problem.

The reception of EBCE in the San Antonio community has been excellent. Available sites offer diverse opportunities to students.

Because the objective of the community-based work experiences is educational, and academic credit is awarded, students do not receive monetary compensation.

Students in EBCE find themselves working with adults *as adults*, a new experience for nearly all of them. They are learning from "resource persons" or "community instructors", or "supervisors", not from *teachers* in the general sense of that term.

The students also find themselves in a new environment -- in proximity to facilities and equipment which have not traditionally been considered part of high school instruction.

Under such circumstances, students are in a new time/space relationship with teachers and school. Obviously, the traditional forms of student/teacher relationship associated with classroom instruction cannot function here. Because students in EBCE do not see their teachers back at their high school campus on a daily basis, new ways of communicating, following a seven path curriculum plan, and meeting accountability requirements had to be found.

The EBCE staff believes the program's success lies with its unique learning context. In EBCE the community becomes the school in that students are out of the classroom and into the real world, taking with them the subject matter normally studied but adding the new dimension of learning about themselves, careers, and academics through direct experiences with adults in all walks of life. In the EBCE process, students obtain academic credit, explore the realities of many careers, learn to critically assess who they are and what they want to become, and master some of the skills needed to successfully negotiate the world of adult life.

The direct experience of working with many adults as they perform their daily activities is the key to the San Antonio EBCE program. Students who are studying politics test their new knowledge against the practical insights of legislators, judges, city managers, and policemen. Students who think they are interested in a career in ecology study and work alongside scientists, technicians, investigators, and secretaries. They discover that "ecology" covers many jobs rather than one, that every job has its boredom and excitement, and that the specific ecology careers that turn them on may require far more (or far less) education and experience than they expected.

The goal of the EBCE student is not to train for one preselected job, but to discover by direct experience what career(s) he/she finds most potentially rewarding: not to use occasional "field trips" to supplement classroom study but to actually do the studying in the context of sites and people in the community: not to just *learn* about responsibility, values, and maturity, but to become more responsible and mature and to begin developing a conscious and consistent set of values.

The San Antonio Experience-Based Career Education Demonstration program is many programs rather than just one. Each student enters the program at a different point; each has unique interests, abilities, academic backgrounds, and personal traits. Entering EBCE becomes a full-time activity; the school will be the total community, not the familiar and traditional classroom. The topics, people and jobs which are "for" one student are different, totally or partially, from those which are "for" any other student. Because one of the two major program priorities is to create a set of learning experiences which is uniquely appropriate to each individual, each student experiences his/her own special community, in terms of the people met, careers explored, content learned, and learning methoiology chosen.

EBCE's other major commitment is to the belief that "courses" do not have to be a separate set of events. The content of history, English, science, mathematics, and career development are inescapably different, yet within the San Antonio EBCE program they are combined into single sets of activities. An EBCE student, for example, may conduct biological research and experimentation (for science credit) while exploring a particular career in ecology (for career development credit). The student may write reports on both these activities, and have them evaluated for English credit. Any of the "on-site" activities may be supplemented with special tutoring, small group discussion, texts, or independent study activities in a special learning center. The only criterion is what is best for the individual student; and the "best" is a joint decision by the student and his/her learning manager and student activities specialist (and frequently the student's parents, community adults, and guidance personnel).

Values clarification is an intimate process, but EBCE staff members and students have found that it can be enhanced through diligent attention to a daily journal. In the San Antonio EBCE program the journal can be anything — a stenographer's pad with its unique characteristic of two columns on each page. The first column reserved for the student for his daily entries. The second column becomes the domain of the learning manager. It can be a letter addressed to any professional staff member in the learning center, or a special notebook or binder maintained by the student for journal writing and entries. Whatever the form, once in use, this device places many opportunities for *individualized teaching* in the hands of the learning center staff.

Use of the journal encourages students to write. They record their observations, assessments, and responses, as well as objective data gathered through their experiences in the field placements. Because students record their experiences, they are called upon to write for a purpose that has not characterized traditional instruction, and they find this challenging. Content for this kind of writing is open-ended. Within that new freedom of selecting their own topics, students have to develop an awareness and sensitivity to what goes on around them. They are forced to be selective in choosing worthwhile experiences to record. They have to decide what is important, interesting, frustrating, or rewarding, and therein lies a wealth of clues for both students and teachers as to what is valuable in the learning experience.

By placing a primary emphasis on the student journal, EBCE provides a unique opportunity for students to demonstrate self-discipline and initiative. Journals do not take care of themselves! Students must set aside some time each day for writing. The professional staff in each of the two learning centers require that the journal be attended to for a minimum of 15 to 20 minutes every day. At the completion of community-based project, the journal stands as a tangible record of at least part of what was acomplished.

A unique advantage of the journal is that it affords both student and learning manager the opportunity to be candid and to assert themselves as individuals. The learning manager does not limit his/her entries to academic evaluations; he may commend, encourage, question, and make suggestions that the student will know are directed to him personally.

Furthermore the journal provides an excellent device for *accountability*. Every member of the professional staff in the learning center is concerned with knowing where the student is at any given point in time, and with knowing to what extent he is meeting his commitments. The journal is considered to be an "official" record. Every entry provides some insight into both the degree and the caliber of daily efforts.

The journal, as a ready source of knowledge, is improved by the learning manager or student activities specialist's own habit of reading and returning each journal with dispatch. By establishing a schedule for collection of the journals every two or three weeks and returning them quickly, the teacher maintains an avenue of communication with unusual satisfactions for both student and staff.

Another valuable characteristic of the journal is that it evolves quickly into a history for the student. In a very short time the student becomes aware that it is *his* record that he is putting down. And, like good wine, "The older it gets, the better it gets."

In this process of change the student is helped to realize how soon the present becomes the past, and he learns to cherish both. Changes, acquisitions, and new perspectives become apparent when early entries are compared, or contrasted, with those made in the weeks and months that follow.

Thus a simple instrument -- when used in conjunction with behavorial patterns of trust and confidence usually accorded responsible adults -- becomes an effective component of community-based learning.

The San Antonio Experience-Based Career Education Demonstration project, in short, then, is an attempt to provide high school students with learning opportunities which are both as realistic and as relevant as possible -- realistic in terms of the actual demands and possibilities of adult life, and relevant in terms of what each individual student wants and needs to learn. Given these goals the natural question to be asked is: "Does such a program work?" The answer is a strong "affirmative."

Since its inception, EBCE students have been carefully monitored and evaluated, along with the other support groups necessary for an EBCE program to operate, and some of the results are briefly described as follows:

STUDENTS:

Student opinion of EBCE was positive both in 1976-77 and 1977-78. Students felt that they were more motivated to learn than they had been in their regular high school; and there was more opportunity in EBCE to learn about occupations and to gain insights that will help them secure jobs in the future; and there was more opportunity for general learning and for assuming responsibility and learning to work with others. In addition, the proportion of students dropping out of EBCE has been lower than the dropout rate for the regular high schools. For a few EBCE students, the attendance rate appears to have improved over their attendance the year before joining the project.

GRADUATES

Most 1976-77 graduates indicated that EBCE prepared them to understand themselves better and to deal more effectively with others. When EBCE graduates were compared with a random sample of high school graduates, EBCE students were firm to their plans and a larger proportion of them felt that their experiences were helpful in career decision making.

PARENTS

Parental reaction to EBCE has been excellent. Most of the parents interviewed said they had noticed positive changes in their son or daughter which they felt resulted from the program; they thought that EBCE was an improvement over their youngster's past school experience, and they said that EBCE provided more opportunity for their son or daughter to learn about occupations. They also felt that the program was particularly effective in teaching their children to communicate with others in a mature way, to assume responsibility, to work with others, and to have a positive attitude toward themselves.

EMPLOYERS

> Experience site personnel were interviewed at the completion of each of the two academic years completed to determine their attitudes toward EBCE. Over 87% of the San Antonio employers felt that EBCE was an important means of exposing students to the world of work, and believed that the greatest strengths of the EBCE program are in the area of career planning and decision-making. Almost all employers reported favorable reactions toward EBCE students from all employees and top level management. One unexpected program benefit reported by employers was that due to their employees working closely with EBCE students, the employees themselves began to show a renewed interest in their own work, and in some cases actually increased their productivity.

And there is more, much more to tell about EBCE. "Our problem," Walt Kelly had Pogo say, "is unsurmountable opportunity." If we pool our thinking, our time and our effort in planning in the direction we desire to go, this certainly is a worthy statement about experience-based career education as it is evolving in the educational systems in America.

FOOTNOTES: (1) Since 1972 the EBCE program has been under design and development by four regional educational laboratories (Appalachia Educational Laboratory (AEL) in Charleston, West Virginia; Far West Laboratory for Educational Research and Development (FWL), San Francisco, California; Northwest Regional Educational Laboratory (NWREL), Portland, Oregon, and Research for Better Schools (RBS), Philadelphia, Pennsylvania, and from them have graduated several hundred high school students. (2) The San Antonio Experience-Based Career Education Demonstration Project is an implementation of the Northwest Regional Educational Laboratory EBCE model. The San Antonio program is a three-year effort funded through the U.S. Office of Education with Vocational Education Act monies for Exemplary Projects (VEAD).